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The purpose is to assist administrators in understanding, organizing, and operating a comprehensive program for bright and gifted students. Aspects include identification of students who need special attention, counseling and guidance, selection and training of teachers for gifted programs, grouping in the elementary and secondary schools, non-graded primary school, enrichment programs in regular classes, special classes, acceleration, and criteria for evaluating gifted programs. Summaries of accomplishments in areas of enrichment, special classes, seminars, summer school, curriculum planning, and ability grouping serve as guides for administrators seeking to establish similar programs. It is hoped that administrators, realizing that identical education is not equal education, will be the leaders in planning a gifted child program.

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THE STATE OF NORTH CAROLINA

PROVIDING FOR THE BRIGHT AND GIFTED

A Manual for Administrators

UNDER THE EDITORSHIP
OF
HAROLD H. BIXLER
Professor of Education
Western Carolina College

NORTH CAROLINA COMMISSION FOR THE STUDY
OF THE PUBLIC SCHOOL EDUCATION OF
EXCEPTIONALLY TALENTED CHILDREN
CULLOWHEE, NORTH CAROLINA

U.S. Office of Education
Project on the Gifted

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Program for Exceptionally Talented Children

THE STATE OF NORTH CAROLINA

PROVIDING FOR THE BRIGHT AND GIFTED

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EXCEPTIONALLY TALENTED CHILDREN
CULLOWHEE, NORTH CAROLINA

Providing for the Bright and Gifted: A Manual for Administrators

Second Edition 1961

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All rights in this manual are reserved. No part of the manual may be used or reproduced without written permission, except in the case of brief quotations embodied in critical articles and reviews. For information, address Dr. Harold H. Bixler, Box 37, Cullowhee, North Carolina.

Single copy, $1.00; discount on quantity orders.

Copies may be ordered from Guidance Clinic, Box 37, Cullowhee, North Carolina.

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Dr. C. D. Killian, Head of the Department of Education, Western Carolina College, as Executive Officer;

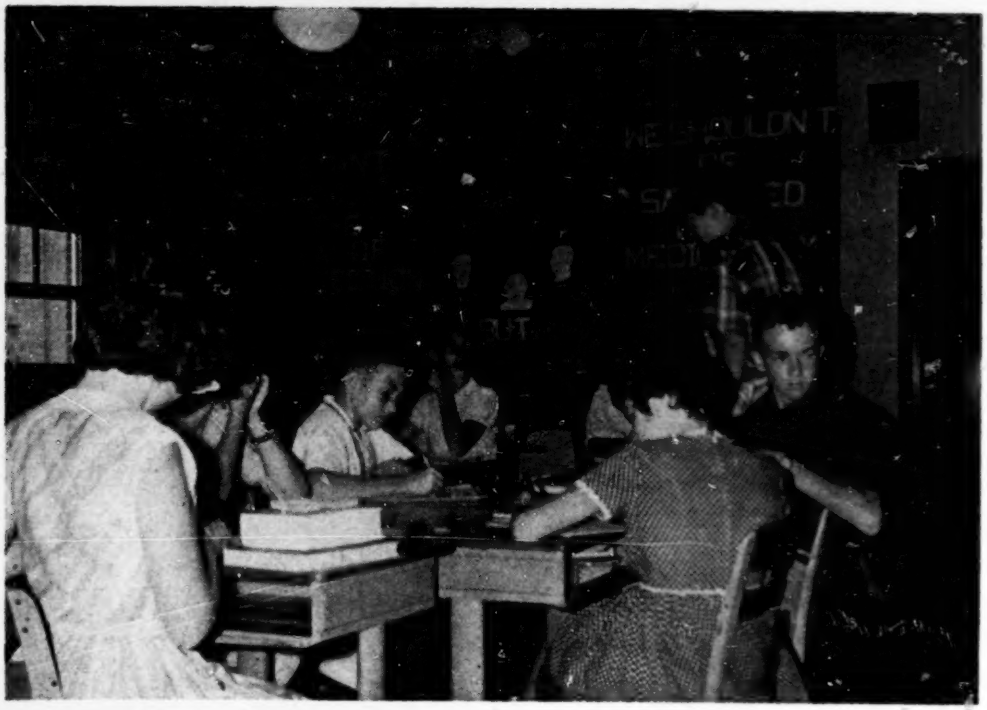
Dr. Harold H. Bixler, Professor of Education, Western Carolina College, as Research Director; and

Mr. C. Douglas Carter, Director of Special Services, Winston-Salem Public Schools, as Field Director.

In addition to the above staff members, the Commission employed as consultants the following:

Dr. Charles E. Bish, Director of the National Education Association Project on the Academically Talented Student, and

Dr. Frank Scott, Associate Professor of Psychology, East Carolina College.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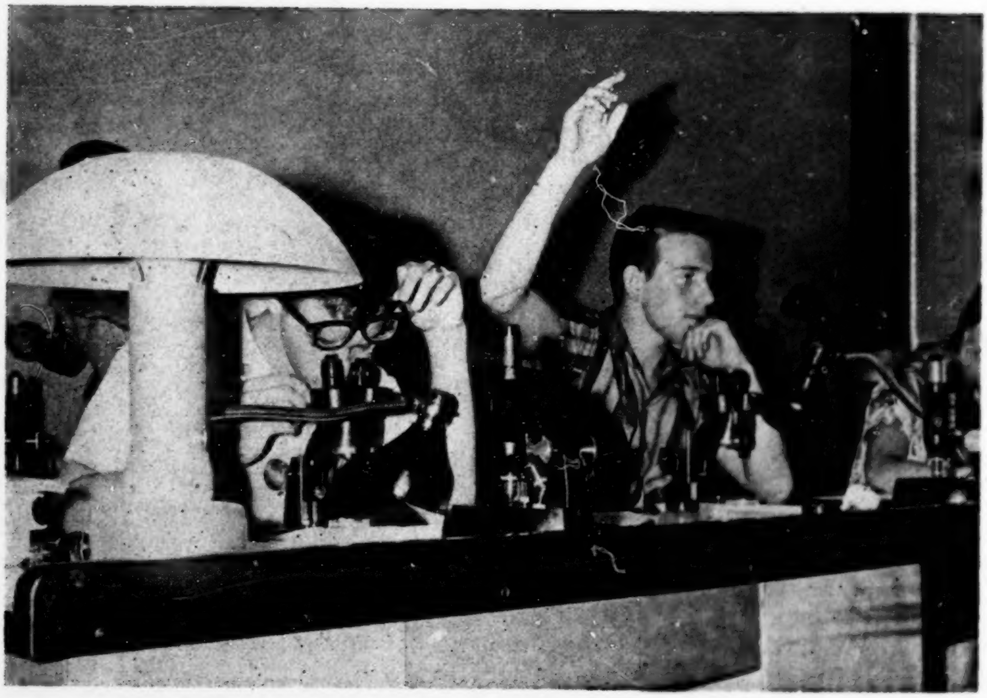

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ABSTRACT PAINTING

FOREWORD

This publication is authorized and financed by the North Carolina Commission to Study the Public School Education of Exceptionally Talented Children. Our purpose is to assist administrators in understanding, organizing, and operating a comprehensive program for bright and gifted students. We acknowledge with gratitude grants from the Mary Reynolds Babcock Foundation and the North Carolina Commission. These grants made it possible to bring 45 teachers to the campus of Western Carolina College in the summer of 1960. One group of teachers under the leadership of C. Douglas Carter, Field Director for the Commission, produced a series of curriculum bulletins for teachers published under the general title "The Challenge." The group which worked under the direction of the editor planned this handbook and wrote much of the material contained herein. The following teachers were members of this group:

Deck Andrews
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Lula Jenkins
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Lena Mayberry
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Sarah Ellen Tolen
Anne Elizabeth Warren

Because of developments which have taken place during the year 1960-61 in the pilot centers sponsored by the North Carolina Commission, the editor has taken the liberty of amending many of the chapters and adding much new material.

We are indebted to the North Central Association of Colleges and Secondary Schools, Superior and Talented Student Project, for permission to quote "A Summary Device" found in their booklet **Identification.**

Grateful acknowledgement is also made to Dr. C. D. Killian, Head of the Department of Education, Western Carolina College, and Chairman of the Commission, without whose inspirational direction this manual would never have been produced. I especially wish to acknowledge his helpful assistance in the selection of books and articles for the bibliographies. Our purpose has been to include only a few references, all of which we believe should be "required reading" for school study groups. In the appendix we have also included suggestions for a minimum professional library, together with prices, so that any administrator may have a convenient list for purchase.

We have asked a number of administrators and other leadership personnel to read this manual in its preliminary form. We appreciate the assistance of this group and have listed their names in another place. The editor wishes to express thanks to Dr. Ray M. Ainsley, his colleague at Western Carolina College, who out of years of practical experience as an administrator, has provided many practical suggestions.

We also wish to thank the Mary Reynolds Babcock Foundation whose generous grant assisted in financing the publication of this manual.

Harold H. Bixler, Research Director
North Carolina Commission to Study
the Public School Education of
Exceptionally Talented Children

January, 1961

CHAPTER 1

INITIATING A PROGRAM FOR THE GIFTED

PHILOSOPHY

Administrators, realizing that identical education is not equal education, are the leaders in planning a gifted child program, and therefore largely responsible for its success or failure.

PROBLEMS ENCOUNTERED IN INITIATING A PROGRAM FOR GIFTED CHILDREN

When one is considering provisions for gifted students, certain questions arise, namely,

1. What are the definitions for "gifted," "bright," "superior," and "talented"?
2. How shall we identify gifted students?
3. What is meant by "acceleration," "enrichment," and "non-graded primary"?
4. Is "grouping" desirable?
5. What about "special classes"?
6. Can a "resource teacher" help?
7. How great is the need for "guidance and counseling"?
8. What criteria should be used in the selection of teachers?
9. What system of records and reports should be kept?
10. What kind of evaluation will be made?
11. How much will a program cost?
12. What is meant by a "differentiated curriculum"?
13. What are the special needs and liabilities of a gifted child?

DEFINITIONS OF TERMS USED IN THIS STUDY

1. **Achievement**—The level of accomplishment in a particular subject-matter area.

2. **Bright**—In this manual we shall use this term to include students with an I. Q. of 120 and above, or approximately the top ten percent on a National basis.

3. **Experimental**—A term used to describe a type of education which is characterized by practices different from those of typical public or private schools.

4. **Gifted**—Those who demonstrate very high learning ability as measured by an intelligence test. Many believe that we should include only those students with an I. Q. score of at least 130 on an individual scholastic aptitude test, or the top three percent. In this brochure the word "gifted" is frequently used to include superior and gifted.

5. **Intelligence Quotient (I.Q.)**—Learning potential; the ability to learn; a ratio derived by dividing the mental age by the chronological age. Some tests have a plan for deriving the I. Q. by a deviation procedure.

6. **Median**—The point on the scale which separates the upper and lower fifty percent of measures made by a group.

7. **Mental Age**—The mental ability or intelligence expressed as the chronological age for which the mental ability is typical.

8. **Pilot Class**—A demonstration class that is not experimental, but is to be used for observation by teachers in a given area.

9. **Potential**—The possibility of learning.

10. **Research**—A study procedure based upon scientific principles, used to formulate plans, collect data, and evaluate findings.

11. **Resource Teacher**—A teacher who does specialized teaching, or is available to help, in art, music, crafts, or any subject-matter area.

12. **Superior**—Some writers use this term to include students whose ability is superior to that of eighty to ninety percent of the general population. The North Central Association of Colleges and Secondary Schools Superior and Talented Student Project prefers to use an I. Q. of 110 or above, or the top quarter of the nation's students.

13. **Underachiever**—A student whose academic achievement is at a level below the one expected on the basis of the student's performance on general aptitude tests.

PROCEDURES

It is apparent that no one plan of procedure is best. The California Study Commission, after evaluating 17 programs, concluded that any type of program is better than no program at all! Educational programs for gifted children vary according to individual school-system needs. These needs may vary from school to school within a system.

FACTORS DETERMINING THE TYPE OF PROGRAM

Some factors which determine the type of program to be instituted are:

1. Size of school and staff
2. Urban or rural school
3. Staff qualifications and community resources
4. The special needs of the children
5. Distribution and number of these bright children in the system
6. The general philosophy of education which the school and community accepts.

HOW TO BEGIN

Attempts are made here to outline the essential practices and elements to be used in beginning and maintaining a program for gifted children.

1. The idea for such a program either begins with the people of the administrative staff or receives their approval.
2. Select an Advisory Committee.
    A. Personnel (Limited to 15 to 20)
        (1) Superintendents
        (2) Board of Education Members
        (3) Supervisory and Administrative Staff Representatives
        (4) Others—Parents, Laymen, etc.
    B. Purpose of Committee

        (1) Formulate policies
        (2) Define criteria for identifying gifted children

            (See **Identification** Chapter 2)

        (3) Build readiness for the program by providing parent education and counseling
        (4) Give guidance and counseling to gifted children in personal adjustments and planning
        (5) Help with curriculum planning
        (6) Find resources in the community
            a. Places—educational, historical, industrial
            b. Persons—people with hobbies, foreign-born, travelers, industrialists, professional people

3. Use all available literature on special programming, and visit existing programs.
    A. Many plans for, and results of, special programs have been reported in this handbook. (Refer to Chapters 3, 4, 5, 6, and 8.)
    B. The values of a special program are substantiated by:
        (1) Research
        (2) Committee study
        (3) Individual reports by pupils in such a program
        (4) Analysis of local needs
        (5) Group evaluation of proposed programs
        (6) Creative thinking
4. Initiate Pilot Programs. (Demonstration classes to be observed by teachers in the system or area.)
    A. Enrollment in classes to be kept reasonably small
    B. Number of classes to be few at first
    C. Classes to serve children on a system-wide or school-wide basis
5. Set up criteria and a time for evaluation.

6. Plan for in-service study by teachers who are planning to participate in the program.
    - A. Study of curriculum
    - B. Development of materials

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CHAPTER 2

IDENTIFYING STUDENTS WHO NEED SPECIAL ATTENTION

WHO ARE THE SUPERIOR AND GIFTED CHILDREN?

No requirement of a specific I. Q. will be recommended in this handbook for screening the bright and gifted, but it should be understood that we are concerned with the children who have potential superiority in scholarship, leadership, and in any worthwhile human endeavor that may be developed by the school.

There can be no fixed definition of giftedness. It should be borne in mind that the terms **gifted, bright, talented,** and **superior** are used relatively. In using the term **gifted,** writers usually mean those children who have an I. Q. of 130 or higher, or the upper three percent in intellectual ability. Some schools may prefer to include in a program the children whose ability and performance in any activity are superior to that of 80 to 90 per cent of the general school enrollment. In planning a program for the gifted, each school or system must make its own decisions concerning what degree of superiority will be required for admission to the program. This will vary with size of the system.

WHO IDENTIFIES THE GIFTED CHILDREN?

Those involved in identifying gifted children will vary from system to system and may vary from school to school within a system.

Persons most often identifying gifted children will be classroom teachers, guidance counselors, school supervisors, school principals, school nurses, parents, and school psychologists.

We may note that the psychologist is usually the most important person in identification, since he is involved in the establishment of the true potential of the pupil by administering an individual intelligence test. However, we find that many school systems are unfortunate in not having a psychologist. In that case, the main responsibility may fall upon any of the above-named personnel.

SIGNIFICANT CHARACTERISTICS OF GIFTED CHILDREN

The performance of the gifted child is consistently superior in the areas of his special interests. Whatever his abilities may be, it is important to remember that the superior child has the fundamental needs of all children—to grow physically, emotionally, socially, and mentally to the utmost of his abilities.

In general, gifted children tend to have the characteristics listed in the following tables.

Directions for Using the Following Tables with the Rating Device for Identifying Gifted Children

This rating device will help to identify superior and gifted children. Each of the following characteristics may be rated on a point system: 0-Incompetent, 1-Average, 2-Superior, 3-Exceptional. After rating each characteristic, total the number of points for that table and divide by the number of characteristics listed in the table. This will give the score of the student on that table. When this procedure has been completed through all four tables, total the scores on the four tables and divide by four. This will give a value or score for social, emotional, mental, and physical characteristics. To be of significance the characteristics should have a 1, 2, or 3 value.

Physical TABLE I

1. Enjoys competitive games.............................. ____________
2. Likes outdoor sports, hiking, and camping........ ____________
3. Willing to spend much time practicing physical activities.............................. ____________
4. Healthier than the average child.............................. ____________
5. Participates in games with little prodding.............. ____________
6. More energetic than average.............................. ____________
7. Heavier and taller than average.............................. ____________

(Total ÷ 7=Score________) Total______ Average______

Social TABLE II

1. Greater interest in social problems than average student.............................. ____________
2. Popular with other children.............................. ____________
3. Seeks friends equal in mental age, or prefers older companions.............................. ____________

4. More kind and sympathetic than the average..........__________
5. Shows less sex preference in choosing playmates than average..........__________
6. Comes from better than average home (though the exceptions are many)..........__________
7. Often chosen as leader..........__________
8. Solitary in habits of work and play if peers of equal ability are not available..........__________
9. Good sense of humor..........__________
10. Shows considerable forethought..........__________
    (Total ÷ 10=Score______) Total______ Average______

Emotional

TABLE III

1. Self-critical..........__________
2. Relies on own judgment..........__________
3. Desires responsibility..........__________
4. Trustworthy..........__________
5. Perceptive and sensitive..........__________
6. Shows great desire to excel..........__________
7. Sensitive to approval and disapproval..........__________
8. Generally cheerful..........__________
9. Wholesome social attitudes..........__________
10. Develops high standards of performance..........__________
    (Total ÷ 10=Score______) Total______ Average______

Mental

TABLE IV

1. Outstanding vocabulary..........__________
2. Inquisitive..........__________
3. Prodigious reasoning power..........__________
4. Masters abstract concepts..........__________
5. Tests answers for validity..........__________
6. Conscientious..........__________
7. Reads widely..........__________

8. Good language comprehension.............................. ____________
9. Displays wide intellectual interests........................ ____________
10. Sees the unique—the exceptions........................... ____________
11. Begins reading earlier than age six........................ ____________
12. Asks questions with great persistence.................... ____________
13. Good memory... ____________
14. Fair-minded .... ____________
15. Much imagination.. ____________
16. Great artistic and musical appreciation................... ____________
17. Varied interests.. ____________
18. Shows many signs of creativity............................. ____________
19. Strong will power and perseverance....................... ____________
20. Learns rapidly and easily..................................... ____________
(Total ÷ 20=Score________) Total______ Average______

FACTORS INVOLVED IN IDENTIFICATION

Mental Tests

Individual Intelligence Tests. These tests are considered by school authorities to be our best and most valid instrument for measuring mental ability. The primary limitations are that they require specialized professional services and are expensive.

Group Intelligence or Scholastic Aptitude Tests. Group tests are generally good instruments to use, although the group test is a screening method rather than an identification instrument for several reasons. One of these is the problem of group test ceiling. Many group tests do not give the same kind of measure as the individual test when extremes at either end of the ability scale are considered. These tests may not identify the gifted child who is not motivated to do his best, the gifted child with a reading problem, or the gifted child who is not physically well at the time of testing. Therefore, they should be followed by individual tests which show the kinds of ability and the true potential of the gifted child.

Achievement Tests

Achievement in academic subjects is closely related to general intelligence but is not identical with it. Intellectual capacity is one of a combination of factors that result in achievement. Other factors are: general maturity, motivation, diligence, and efficiency of study habits. Achievement tests are generally good for screening gifted children but will not identify the underachieving child, the child with emotional or motivational problems, or the child with reading difficulty.

Aptitude Tests

Ability in a special-talent area is not usually identified by a mental test, but should be considered. By aptitude tests children may be identified as having special talent in such areas as music, art, creative writing, mechanics, foreign language and dramatics. Most aptitude tests may be used in identifying special interests and ability of students at about the fourth grade level or above.

School Marks

In identifying bright and gifted children school personnel should consider the past records and marks of children. If past performance shows that a child has made B marks or better, he may be recommended for further screening.

IDENTIFICATION BY TEACHERS AND OTHER SCHOOL PERSONNEL

One interesting fact in investigations of gifted children is that teachers, guidance counselors, school nurses, and school administrators sometimes fail to identify these children.

Teachers are inclined to evaluate a child in terms of his school achievement. Since few gifted children are as educationally advanced as their ability warrants, quite often they are not selected as gifted. Personality clashes between teacher and pupils may influence the teacher's evaluation of ability. Teachers and school personnel also tend to underestimate the ability of gifted children because they often overlook the factor of chronological age. They forget that the gifted child may be one or two years younger than his companions.

A student may attain high grades in school without being exceptionally bright by simply conforming to the teacher's demands, developing efficient study habits, and working diligently. In contrast, a student may be extremely bright without achieving exceptionally well if he lacks the drive to do so.

What does all this mean to school personnel? It means that they must be careful not to give too much credence to the conformity, achievement, or the study habits of the child. It means there is a necessity to cut through irrelevant personality factors in order to see a child's intellectual abilities. Thus, many questions must be asked about the apparently average achievers. Is school boring to the child? Does the child come from a social class that is perhaps hostile to education or not concerned about the education of children? Is his home full of conflict?

As school personnel seek to identify the gifted child they need to bear in mind that a child who is very proficient in one area needs further study. Though a student's general achievement record may be low, do not doubt observation or results of tests that indicate the student shows flashes of unusual intellectual capacity. Instead, consider that the background of the student may be causing his trouble and that he may not have had the opportunity to develop to his full intellectual capacity.

RECOMMENDATIONS

All school personnel charged with the responsibility for identifying gifted children should be fully cognizant of the following recommendations:

1. If a student has low achievement with a high I. Q., have him retested, and in the meanwhile give the child the benefit of the doubt by selecting him for the gifted program.
2. If a student has high achievement with a lower I. Q. than would normally be expected, have him retested and again give the child the benefit of the doubt by selecting him for the gifted program.

If teachers and other school personnel will bear these limitations and criteria in mind as they come in contact with gifted children, a more valid procedure for identification will surely be achieved.

PARENT OBSERVATION

The reports of parents are often of considerable value in identifying the gifted child since no psychologist, teacher, or principal could possibly have as intimate a knowledge of the child's behavior over a given period of time as his parents. Then, too, gifted children are likely to have parents who are superior in intelligence and who are, therefore, more likely to have a better insight into the abilities of their children.

Parents may note such indications of superior intelligence or giftedness as quick understanding, extensive information, large vocabularly, insatiable curiosity, and an unusual interest in all resource materials. Early talking and walking and the ability to read without training during the preschool period may serve to call the parents' attention to giftedness in their children.

A SUGGESTED PLAN FOR IDENTIFYING GIFTED STUDENTS

The following method may be used for combining important data used in identifying the gifted students in a school. School personnel who are organizing a gifted program should examine carefully the following factors for each student: mental ability test scores, achievement levels, past performance or marks, teacher recommendation, reading level, and social, emotional, mental, and physical characteristics.

Each factor may be assigned the following weights:

2—if the student's I. Q. is at or above the cut-off point (110 to 130 as the school may choose).

2—if the student has a standardized achievement test score two or more grade levels above the class norm. (In high school if grade level is not given, use scores above the ninetieth percentile. Some may prefer the seventy-fifth percentile.)

1—if the student's past records show a B average or better.

1—if the student has been recommended by a teacher.

1—if the student's standardized reading score is above the seventy-fifth percentile. (Use seventy-fifth percentile if I. Q. of 130 or above is used; fiftieth percentile if I. Q. of less than 130 is used.)[1]

0, 1, 2, or 3—if the student meets the social, emotional, mental and physical characteristics as stated previously in Tables I through IV.

---

[1] The above factors and weights assigned are adapted, by permission, from **Identification**, a brochure of North Central Association of Colleges and Secondary Schools Superior and Talented Student Project, 1958, p. 14.

If the student's total score is seven out of a possible ten points, he should be considered for the gifted program of a school.

The form shown in Figure 1 may be used for compiling the above identifying information. In case a detailed rating plan is not practical in a particular school situation, those responsible for identifying the gifted may use the I. Q. and one or more of the other factors suggested in the summary in Figure 1.

The rather elaborate procedure suggested here is recommended if students are being screened for a special class, involving possible transfer to another building or acceleration. This is particularly applicable in elementary schools. Junior and senior high schools may consider the simpler procedure suggested in Chapter 5. Please note differences in the I. Q. cut-off point, and use of reading test score in the secondary school.

A SUMMARY OF DATA FOR IDENTIFYING GIFTED STUDENTS

DIRECTIONS

First, for each student being screened as gifted, assign the following values for the factors in which the student scores:

0—doesn't meet requirements.

2—I. Q. above selected cut-off score, i.e. 115, 120, 125, or 130.

2—achievement two or more grade levels above class norm.

1—school marks: B or better.

1—teacher recommendation.

1—reading score above seventy-fifth percentile.

0, 1, 2, or 3—social, emotional, mental and physical characteristics.

Second, total the value points. If a student has received a total of seven out of a possible ten points, check his name in the column provided as one recommended for the school's gifted student program.

I. Q.	Achieving two or more grade levels above class norm	School marks: B or better	Teacher recommendation	Reading score above seventy-fifth percentile	Social, emotional, mental, and physical characteristics	TOTAL POINTS		Class level of student	Recommended for gifted program
(a)	**(b)**	**(c)**	**(d)**	**(e)**	**(f)**	**(g)**	**NAME OF STUDENT**	**(h)**	**(i)**

Figure 1

A Summary of Data For Identifying Gifted Students

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CHAPTER 3

GROUPING IN THE ELEMENTARY SCHOOL

INTRODUCTION

One means of working effectively with the special aptitudes and interests of bright and gifted children is by grouping. Grouping is a basic starting point, since it is already familiar to, and used by, most classroom teachers.

In order to work on an individual basis with students, we are familiar with the classroom grouping for subjects such as reading, arithmetic, and spelling. These groups are formed through a combination of teacher judgment and test scores. However, to fit the needs of the gifted children the idea of grouping has been further expanded to include the following plans: full-time ability groups, part-time ability groups, cluster groups, non-graded primary, special interest groups, and grouping in the regular classroom.

FULL-TIME ABILITY GROUPING

Few other aspects of education have been as widely discussed as the practice of ability grouping. This is one method for dealing with gifted children. An administration contemplating a special program for the gifted will at least wish to consider its merits.

Some schools with sufficient students have organized their class-assignment system on the basis of ability. The result is that students who have been identified as gifted are assigned to homeroom groups which remain together for the entire day. These students spend all of their school time with others of like ability. All other students are similarly assigned on an ability basis.

The North Carolina Commission survey in 1960 showed that full-time grouping has been successfully carried out in 93 North Carolina elementary schools, and in 71 high schools. In the high schools 18,190 students are grouped in this way.

PART-TIME GROUPING

Homogeneous grouping based on mental ability has been tried on a part-time basis in many school systems. This has been successful in establishing good work habits and attitudes on the part of the gifted student and is believed to be helpful in preventing the development of underachievers. In part-time grouping plans, the gifted student is placed with others of his ability in a separate class for special subjects and projects, but he also spends part of the day with his social peers.

One of the most famous plans for part-time grouping is the Joplin Plan. It consists of grouping for part of the day for one subject or several subjects in a manner which may cut across class and grade lines. A school using this plan may apply it to grouping for reading in the following way. A school which contains four sixth grades would form four reading sections according to the reading ability of their students. Each of the four teachers would then work with one of the homogeneous sections during the regular reading period. Both the high and the low groups should be kept smaller than the two intermediate sections. This plan has been used in many parts of North Carolina. In some of the Asheville City Schools, not only class lines are crossed, but also grade lines. Both fifth and sixth grade students are divided into reading sections according to ability. Among other schools using the Joplin Plan are Hazelwood in Haywood County and Central Elementary in Albemarle County, North Caroline.

Other types of part-time grouping are seen in special classes added to the regular curriculum. For a period of thirty minutes or longer, two or three times a week, a group of gifted children meet with a coordinator in one town. Curriculum coordinators have been used increasingly with small groups of gifted students. They usually work on a definite revolving schedule which allows them time to develop an enriched area of study which is not connected with the regular classroom study.

Workshops which meet for part of the day are another example of effective part-time grouping for gifted children. In such a plan those with superior ability are grouped for the academic subjects with a special workshop teacher and with peers of comparable mental ability. They spend the other part of the day with their regular class and participate in the other parts of the school curriculum. Social activities are centered around the homeroom. In the Colfax School in Pittsburg, Pennsylvania, students cover the language arts, mathematics, social studies, and science in the workshops and physical education, arts and crafts, and music in their homerooms. Each of the workshops in this plan includes two levels. The junior workshop includes grades two and three; the intermediate, grades four and five.

This plan has not required an extra teacher. It has been received favorably because it provides group activities with both social and mental peers; allows for individual activities through projects; and provides opportunities to think quickly, analytically, logically, and critically.

The Commission survey of North Carolina schools in 1960 revealed that 202 elementary schools and 71 high schools practice part-time grouping.

CLUSTER GROUPING

Cluster grouping is an administrative plan wherein children are kept within their normal age group rather than being placed in special classes or accelerated groups. It is a plan in which the school administration arranges to place a certain number of gifted pupils, from three to no more than ten, in one classroom. Cluster groups may be established at any grade level. In each grade range there are still heterogeneous groups, but one teacher from each grade level receives the cluster of gifted children. Children in the cluster are those that are ranked in the top percentiles of the grade level.

This type of grouping has proved beneficial to both students and teachers. Since no radical change is indicated and since each teacher still has room grouping, it affords easier acceptance by the staff. The gifted children quickly make friends among their own group, and soon begin to reach out for friendships to the other children in the classroom. This contrasts with the often isolated position of the gifted child in the usual classroom. An additional advantage is that this program requires a minimum of expense and a minimum of disruption to the usual school program.

Table V shows how the plan has been applied to five regular classrooms in Hendersonville. The achievement test records of children from the fourth grade level have been arranged so that a cluster of children ranking in the 91st to the 99th percentiles are grouped together in one classroom. In the same class the next pupil, in order of ability, is at the 78th percentile and so on down. The pupils whose percentile scores range from 79 to 90 are evenly distributed among the other classrooms so that all teachers have a spread in the achievement of their students.

Because the idea of cluster grouping is fairly new, no effort was made to survey the use of this practice in North Carolina.

TABLE V

PERCENTILE RANKS OF PUPILS IN FIVE FOURTH GRADES IN THE BRUCE DRYSDALE SCHOOL, HENDERSONVILLE, N. C.

Room 1	Room 2	Room 3	Room 4	Room 5
98	90	90	89	89
98	89	90	85	89
96	89	89	84	88
95	88	87	84	83
94	86	85	84	82
94	83	84	83	82
94	81	82	80	82
92	81	81	80	81
92	77	80	79	80
91	74	79	78	78
78	72	78	77	76
76	72	76	73	75
74	70	72	72	70
72	71	72	71	71
71	67	70	70	66
68	67	66	70	66
66	60	65	63	64
63	60	64	60	62
60	61	62	59	55
53	59	60	56	53
51	49	58	55	52
50	40	57	54	41
43	31	48	46	38
26	31	47	40	34
21	21	43	40	22
		34	32	
		22	23	
		AVERAGES		
72.6	66.1	68.1	66.1	67.1

SPECIAL INTEREST GROUPS

A number of communities have experimented at one time or another with the introduction of special interest groups for gifted children.

The school system in Bedford, Ohio, is using a type of grouping in which the regular education program is mainly in the homeroom class with the addition of special classes for the gifted taught by a coordinator who meets the children two or three times a week for a thirty-minute period. Interests of the students include French, German, geology and entomology. Bedford is a small town with a population of 10,000.

Ninety-two elementary schools in North Carolina reported that they had special interest groups in school time during the school year 1959-1960. In addition 27 other schools had special interest seminars before or after school, often with lay resource people from the community. The same state survey showed that 82 high schools, with a total of 405 teachers, sponsored special interest groups.

GROUPING WITHIN THE REGULAR CLASSROOM

A method employed by many schools where grouping by classes is not feasible is to set up ability groups within the regular classroom. This system depends upon classroom procedures. Sufficient studies have been published on the subject to enable any teacher wishing to inaugurate such a system to obtain information and guidance.

Such grouping is more in the nature of "enrichment" than it is of pure ability grouping. It is a device by which classwork can be enriched for students with ability to do more than the average. In this connection it is fitting to call attention to the fact that all grouping involves enrichment, since it presumes that for some students more is needed than can be offered in the regular groups. See Chapter 7.

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CHAPTER 4

THE NONGRADED PRIMARY UNIT

INTRODUCTION

The nongraded primary school is an attempt to meet the needs of the academically superior student by providing a program which allows the gifted child to progress at a rate commensurate to his ability while allowing the not-so-gifted child to progress at his own rate without the stigma of failure.

The nongraded primary program helps in identifying and providing for gifted and talented children early in their school life. The importance of this identification has been emphasized by Terman and Hollingworth. Both believed that lack of achievement by those known to be gifted grew directly out of the fact that their potentialities were not discovered early in life.

When a child enters school, his reading readiness is evaluated and the groups are organized according to ability. This forms an initial grouping which is flexible throughout the entire primary school.

Children move through the reading program at as rapid a rate as they are able. Children who are mature may enter the fourth grade after three years in the primary school. The gifted child may move at a more rapid rate and may complete the levels of work in two years. Some children may require more than three years in the primary school. Because of absences, or because they need more time to mature, some children may require four years in the primary school.

ORGANIZATION OF A NONGRADED PRIMARY UNIT

The successful organization of a nongraded primary unit is based upon several important factors. Most participating systems agree that adequate preparation of teachers through inservice training and study is a basic necessity to the success of the program. School systems who planned a year ahead had fewer difficulties at the outset.

Next in importance is the preparation of parents through meetings, publications, and conferences. A warm understanding relationship with the local newspaper is extremely helpful. An informed business and professional group is invaluable also.

A gradual approach, with the transition starting as a group enters school, is favored over starting simultaneously with the first, second and third grades. The advantages and disadvantages of each plan would need to be studied by individual school systems. It has been reported that slow progress at the initial stage often begets a more successful program in the long run.

Recommendations from some systems point out that rotation of teachers annually, or after not more than two years, is more acceptable to parents and teachers than when children remain with one teacher during the entire primary program.

Administrators must keep in mind that constant evaluation, frequent adjustment, and change are necessary to keep the program flexible.

Difficulties one is likely to encounter which must be effectively worked out in each school unit are as follows:

1. Relating the primary unit to the grades above.
2. Changing the courses of study and curriculum to facilitate grouping and avoid continuance of grade mindedness.
3. Maintaining flexibility of grouping related to instructional purposes.
4. Providing adequate reports to parents.

Parents and teachers need to understand that a nongraded primary unit is designed to help each child progress as fast as he is able. The gifted child might progress through all levels in two years; another child might need four years to complete the primary grades. Slow starters and under-achieving gifted and talented children have more of an opportunity to blossom forth in the nongraded primary school. Often gifted children are able to realize their potentialities earlier in their school life.

SOME SCHOOLS USING THE NONGRADED PRIMARY PLAN

Greenville, North Carolina

Elmhurst School in the Greenville City System has the nongraded primary unit in operation as one of the pilot centers sponsored by the North Carolina Commission, 1960-61.

For several months the teachers, supervisor, and principal worked together in setting forth the purposes of the program and the guiding principles for executing the plan of action.

The following purposes were agreed upon:

1. To provide a program for grouping young children which is flexible enough to allow each child to proceed in his learning at a rate that is commensurate with his physical, mental, and emotional maturity.
2. To eliminate the fear of failure in young children—the fear of not "making a grade" in a prescribed length of time.
3. To challenge the able or gifted learners so they will not experience frustration and boredom in their early school experience.
4. To limit the range of levels of work which individual teachers must cope with in a class of approximately thirty children.
5. To increase the knowledge and understanding of both teachers and parents of the ways in which children grow and develop, based on observation and research.

A series of levels of achievements was defined in the areas of language arts and arithmetic. (Science and social studies have not yet been included in these levels of work). Eight levels have been set up.

The children entering school were screened during the first three weeks. Children who were not ready to read were placed in Junior Primary, and children who were ready to read were placed in level one. It is anticipated that out of an enrollment of one hundred and ten first graders there will be one, and perhaps two, Junior Primary groups.

The children who were in the first and second grades during the 1959-60 school year were assigned to a level of work that was appropriate to their present growth. No grade placement was shown on the report. A teacher does not have more than two or three levels at one time in her class. One of the objectives of the program is to limit the range of achievement each teacher must face.

Level eight is designed to challenge and enrich the educational program for the able learners. Children who finish level seven in less than three years will be placed on level eight and will be given stimulating experiences in science, social studies, arithmetic, and language arts. Twenty children who were in the second grade in 1959-60 were assigned to level eight for the 1960-61 school year.

Provision was made for these children to have a continuing enrichment program through the intermediate grades and junior and senior high school. At the present time, children who are receiving French instruction in the third year of the primary school will continue this study in grades four, five, and six. This is one facet of the enrichment program.

There will also be children in the level eight group who have completed level seven but are not physically or emotionally mature enough to go into fourth grade. They are taking advantage of this opportunity to get an enriched program, and be better prepared for fourth grade work.

Henderson County

In another pilot center organized by the North Carolina Commission, Mrs. Clara C. Babb, principal of Valley Hill School in Henderson County System, Hendersonville, North Carolina, started a nongraded primary plan in the fall of 1960. Approximately 90 children of the 325 enrolled in the school were included in the plan. Last year first graders were given letters at the end of school explaining that they would be assigned to classrooms in the nongraded primary plan. The 45 beginners were all placed together in one large room with two teachers for eight to ten days. Here they were given a readiness test. After the orientation period the children were assigned to their primary classrooms.

The plan at Valley Hill was first introduced to teachers to see if they wanted to try it. Then the parents were informed. With an affirmative response from both parents and teachers, the plans for its birth were laid. Innovations in grouping and curriculum were planned. Nine levels were set up through which a given child could progress. In this school it is possible for a child to start at Level 1 or Level 2 and be promoted to fourth grade from Level 8 or Level 9.

The grouping in each classroom at the beginning of school was as follows:

Mrs. C. Phillips	Mrs. B. Smith	Mrs. E. Rash
Level 1	Level 2	Level 5
Level 2	Level 3	Level 6
Level 3	Level 4	Level 7

As children progress, the following levels will be added:

Level 4	Level 5	Level 8
Level 5	Level 6	Level 9 (Enrichment)

The material taught in the eight levels is based on the North Carolina Curriculum for the primary grades. The units included at each level are obtainable from Henderson County Schools, Courthouse, Hendersonville, North Carolina.

Mooresville, North Carolina

The nongraded primary plan has been in operation in two white elementary schools, South Elementary and Park View. The year 1960-61 is the second year of operation. The work is divided into nine levels of difficulty.

They are planning a transition room for an extra year of work for those children who do not complete the primary program in three years. In this transition room the major emphasis will be on reading.

Reidsville, North Carolina

The nongraded primary school of the Reidsville City System attempts to achieve a working adjustment between the goals of education and the current needs, achievements, and abilities of students. It replaces the graded system with eight achievement levels incorporating modern educational principles of child growth and development, psychology of learning, and democratic practices. Enrichment on each level is used for students who advance more rapidly than the average child. The year 1960-61 is the second year of operation in the four white city schools. Two years of cooperative study preceded its initiation.

Teachers, principals, consultants, and parents are continually appraising the value of the nongraded primary program. Pupil achievement is determined by teacher judgment and by achievement tests for each basal book.

Athens, Georgia

A Continuous Progress Program has been in operation in the College Avenue School since 1939. All children under the fourth grade are called primary grade children. A child is advanced as rapidly as he can do the work. Some children have done the work of the first three grades in two years. In some cases it requires four years to complete the required work of the first three grades. This program provided for acceleration of any child in the total school program.

There are six teachers in the primary grades and in each room there are two or more sections. Thus, the child has at least twelve groups into which he might be placed. The child will be promoted as rapidly as he shows ability to do the work of the next group. Each room is designated by the teacher's name.

Presently on a system-wide basis the markings A, B, C, D, F are used and the grade assignment is shown on a blank on the front of the report card. The College Avenue School indicates on the inside of the report card folder the level on which a child is reading, spelling, or doing subject matter of any sort and explains that he is being marked on that basis. The school continues to allow children to progress at their own rate and the word "incomplete" is substituted for "failure" or "repeating" when the child does not make what is thought to be normal progress.[1]

Douglas and Coffee County, Georgia

The plan was experimentally started in Upton School in 1950. All other white schools began the plan in 1951. The plan was evaluated in 1954 and the teachers decided to continue its use. By 1957 the plan was no longer considered experimental and was adopted by the negro schools.

Under this plan a child is taught the skills and subject matter of the first three grades in continuous progress, with each child advancing according to his own ability and maturity. Most children advance through the levels in three years, although the time spent at different levels could vary with individuals. During one evaluation it was agreed that a child needing a fourth year in the primary school should be given it at the point of need rather than in his fourth year.

In 1959, the teachers of the participating schools met and adopted the following policies as outlined in the May 1959 pamphlet of the Coffee County Primary Schools.

> **Terminology**: In no case will children enrolled in the primary school be referred to as in grades

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[1] For information about units of work and curriculum materials write Miss Magdalene Glenn, Principal, College Avenue School, Athens, Georgia.

one, two or three. On all occasions and on all reports this group, working at all levels, will be referred to simply as "Primary" children. This will cause no conflict with the State Department. The way has been cleared to use the letter "P" in the column calling for "grade taught" in the monthly attendance report. Primary teachers will not fill out the section in the attendance register calling for promotions and retentions, as there can be neither in the primary school.

Grouping: No attempt has been made to establish a county-wide policy on methods of grouping within the Primary School. Every school is left free to deal with this problem as appears best under local conditions. Principal and teachers, making use of all information available, should do this cooperatively.

Interpretation: It will be the responsibility of the principal and primary teachers to interpret the program to other teachers and parents.

Report Cards: Our primary report card indicates the level of work a child is doing. In no case will the teacher enter on the report card anything indicating that a child has been promoted or retained, prior to the time he is promoted to Grade 4. To do so violates the basic principle on which the primary school is built.

Daily Work: A percentage mark or letter grade should not be put on a child's paper or recorded in the teacher's grade book. When a teacher goes beyond indicating mistakes, the symbols to be used are the same as those on the report card. Children should understand what these mean.

Promotions: At the point where promotion to Grade 4 is considered, the standards in the **County Promotion Policies** should be applied.

Transfers To Graded Schools: All available information about a child transferring to a graded school should be sent on request to the principal of the school to which the child is going and assignment to a grade should be made at the new school. The child should carry his report card with him.

SUMMARY

The nongraded primary school has three distinct advantages over the traditional graded school.

First. No longer are the school years divided into several parts of equal length, each with its own content and own requirements to be met. There are no predetermined barriers.

Second. Bright children do not mark time at barriers waiting for the slow ones to catch up. Slow children do not struggle in frustration trying to reach goals beyond their reach.

Third. The child is placed in the setting thought to be best suited to his abilities, attainments, and general maturity. He is moved when the teacher sees the apparent need of another level of learning.

Many school and social adjustment problems of the gifted may be a result of inept handling during their first years in school due to lack of recognition of their abilities, or if recognized, lack of stimulation to work up to their abilities. The nongraded primary by allowing a child to progress as rapidly as he is able facilitates identification, and challenges the gifted and talented in a desirable group situation.

Teachers in a nongraded school must take a fresh look at curriculum organization. We must admit the fact that we have scarcely begun to create situations in the schools which will permit every child to develop to his individual pattern of potentialities.

The nongraded primary unit should be instituted in a system only when the superintendent, principal, and participating teachers believe that it will provide the best possible learning environment for the gifted as well as the not-so-gifted children.

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CHAPTER 5

GROUPING IN THE SECONDARY SCHOOL

REASONS FOR GROUPING

In view of the fact that many school systems are organizing junior high schools, the term **secondary** as used here will refer to grades 7-12. What are some of the reasons administrators have for grouping?

1. Grouping is democratic—each student is challenged to develop to the fullest his potentialities.
2. Removing the gifted from the regular classroom provides opportunity for the slow and average to assume leadership.
3. The gifted are stimulated by competition with their peers, while they remain in social contact with the average students.
4. In competition with other gifted, the student looks at his ability more realistically.
5. He augments his knowledge of many fields by sharing the interests of his classmates.
6. A student can remain with his own age group.

SCREENING FOR SUPERIOR AND GIFTED GROUPS

The following procedure is recommended for identifying the superior and talented students in the schools cooperating in the Superior and Talented Student Project of the North Central Association of Colleges and Secondary Schools. Beginning in 1960, some schools in states other than those served by the North Central Association have agreed to participate in a superior and talented student project.

"The counselor should examine the following factors for each student: mental ability test scores, achievement test scores, past performances or grades, teacher recommendation and reading scores. Each factor is assigned the following weights:

2—if the student's I. Q. is 110 or more, or above the seventy-fifth percentile.

1—if the student has a standardized achievement test score in any subject area above the seventy-fifth percentile.

1—if the student's marks are B or better, or conspicuously good.

1—if the student has been recommended by a teacher.

1—if the student's standardized reading score is above the fiftieth percentile.

If the student's total score is four out of a possible six points, he might well be included in the superior and talented student program of the school."[1]

The reader should compare this procedure with the one described in Chapter 2. If pupils are being screened for a special class, involving possible transfer to another building, the higher hurdles suggested in Chapter 2 may well be used.

METHODS OF GROUPING IN THE SECONDARY SCHOOL

1. **Total Grouping.** Gifted students are assigned to homeroom groups and remain together all day, except for elective subjects. The members of the groups are above a predetermined level of ability and achievement. Other students are also assigned on the basis of ability.
2. **Part-time Grouping.** Segregating students only in specific academic courses provides the stimulus of competition with other gifted. At the same time the gifted students learn with all types of classmates in certain courses.
3. **Subject-matter Grouping.** Some students show outstanding ability in only one or two subjects. Subject-matter grouping places these students with other academically talented students in specific subjects, but they remain with students of comparable ability in other classes.
4. **Advanced Classes.** Advanced classes in science, mathematics, or creative writing can be offered for interested students who excel in these subjects. These may be strictly elective. In some schools these are referred to as "honor classes." More than 26 schools in North Carolina provide for advanced classes.
5. **Elective Clubs and Activities.** Extra-curricular clubs in music, art, astronomy, radio-television, foreign language, and

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[1] North Central Association of Colleges and Secondary Schools, NCA Superior and Talented Student Project: **Identification** (Chicago: NCA STS Project, 1958), p. 14.

other areas provide for sharing interests with other gifted or talented children. Eighty schools in North Carolina provide for programs of this type.

6. **Multitrack Program.** Many high schools offer separate courses in business preparatory, nursing preparatory, general diploma, vocational certificate, and college preparatory subjects. An additional academic-enriched program (as described later) is working successfully at Wilkes Central School in North Wilkesboro, North Carolina.

7. **Summer Schools.** Whereas the secondary summer school was once a remedial program, more and more high schools now provide advanced classes to small select groups. Small classes allow more individual attention and research.

8. **Seminar Classes and Community Sponsors.** Where colleges are located near the high school, college instructors can be used to conduct seminar classes in the evenings or on Saturdays for interested high school students. Many talented high school teachers meet with students outside school hours to study special interests. Qualified laymen may serve as community sponsors. Several high schools in North Carolina participate in such seminars.

9. **Grouping Within the Classroom.** Some high schools too small to group by classes find this method the only way to challenge the gifted students. Contract units provide opportunities for the gifted students to set their goals higher and to do more than the required minimum. Seventy North Carolina high schools in 1960 provided this type of grouping.

10. **Specialized High Schools.** Specialized schools are more practical for large population centers, such as in New York City where specialized schools offer a course of study that is strictly college preparatory. These schools provide majors in special fields and an opportunity to do honors work in these fields.[2]

11. **Advanced Placement Program.** Under the supervision of the College Entrance Examination Board, two North Carolina cities, Charlotte and Winston-Salem, provide an Advanced Placement Program. Advanced courses now covered by the program are in 12 fields: American History, Biology, Chem-

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[2] Project on the Academically Talented Student and National Association of Secondary School Principals, Administration: Procedures and School Practices (Washington: NEA, 1960), 223 pp.

istry, European History, French, German, Latin, Literature, English Composition, Mathematics, Physics, and Spanish. The program begins in the high school with the establishment of college-level courses. Upon completing one of these college-level courses, the able student takes a special Advanced Placement Examination administered once during the year by the Educational Testing Service of Princeton, New Jersey. The results are sent to the participating colleges which make the final decision as to the type of recognition to be accorded each student. After examining the student's achievement record and his score on the examination, the college may grant him credit for a college course or advanced placement, or both.[3]

EXAMPLES OF GROUPING IN NORTH CAROLINA SCHOOLS

North Wilkesboro: Wilkes Central

There are five tracks at Wilkes Central:[4]

1. The Basic Education (BE) for those with extremely low I. Q.'s
2. The General (G) for those with higher I. Q.'s than the BE's, but who just want to take the required work for a diploma
3. The Business Education (B) for those who take the required units of work, but have Business English instead of English, have Business Law and Business Economics as the second social science, etc. (These students will take 12 units of Business before they are through.)
4. The Academics (A) bound for college
5. The Academic-Enriched (AE).

The latter group come to summer school for three summers, plus the four years in high school. They are a separate group unto themselves. In 12th grade English they are together, but there are also two sections of 12th grade English for the Acade--mics.

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[3] College Entrance Examination Board, **Advanced Placement Program Syllabus**, (New York: The Board, 1958.)

[4] Letter, Dr. H. E. Thompson, Principal, Wilkes Central High School, North Wilkesboro, North Carolina, June 17, 1960.

The Academic-Enriched group begin their high school courses during the summer following the eighth grade. They take General Science and General Mathematics. At the end of the Summer Session the two teachers concerned and the principal get together and decide who should go on in AE and who should drop back to A. Prior to this conference they have conferred with the eighth grade teachers, the elementary principals, and have in their possession complete records, including Stanford-Binet scores. During the Summer Session they are given the Beta form of the Otis Quick-Scoring Mental Ability Test. At the end of the ninth grade all freshmen are given the Gamma form of the Otis. At the same time all teachers of English hand to the office the names of all students returning the following fall with a notation showing how they should be grouped according to English ability. Thus on record for the AE's finishing their ninth year are the Beta and Gamma of the Otis, the Stanford-Binet scores, the 9th grade National Education Development Test scores, and the English teachers' "opinions" in the matter. The principal then determines who should go on in the AE group.

During the 10th year the group is given the California Achievement Tests and the 10th National Education Development Test; during the 11th year the National Merit and the Preliminary Scholastic Aptitude Test; during the 12th year the Scholastic Aptitude Test (and the Preliminary Scholastic Aptitude Test if they wish), and an English Test. During the 1960-61 school term this group has 28 members. The AE's, as well as the A's and B's are in small sections. The others are in much larger sections (32-34). Typing is also offered to the rising eighth grade. If students choose this, they attend high school four years and four summers.

Following is the Wilkes Central Curriculum for the AE group:

TABLE VI

Academic-Enriched (AE) Rev. 4/60

	Required	**Electives**
Summer between 8th and 9th	General Mathematics General Science	
9th Grade	English I	
	Health and Physical Education	
	Algebra I	
	Biology	Latin I
	Foreign Language	French I

Summer between 9th and 10th	World History Typing I	
10th Grade	English II Plane Geometry Chemistry Foreign Language Elective*	Bookkeeping I Shorthand I French I, II Latin I, II
Summer between 10th and 11th	Solid Geometry Plane Trigonometry	
11th Grade	English III American History Algebra II Physics Foreign Language*	Latin I, II, III French I, II, III
12th Grade	English IV Advanced Science Advanced Mathematics Asian History Elective*	French II, III, IV Latin II, III, IV Bookkeeping I Shorthand I Cadet Teaching (with office approval) Sociology-Economics Solid Geometry-Trigonometry

Band, Chorus, Advanced PE, Library Science, and Driver Education (no credit) may be taken in excess of the five units of work.

Rutherfordton, North Carolina: Rutherfordton-Spindale High School

Groupings are made by using the steps in the following order:

1. Students are grouped by I. Q. in boundaries of ten points, i.e. 70-79, 80-89, 90-99, 100-109, 110-119, etc.
2. Groupings in subject areas are based on student's record on aptitude tests.
3. Subject—teachers' recommendations are used.
4. Students' interests are given careful consideration.

Within the framework of the four steps listed above and after any necessary counseling, students are then placed in one of the five courses of study: College Preparatory, Preparatory Business, Preparatory Nursing, General, and Vocational.

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* In a majority of the cases a second foreign language is chosen.

Students in College Preparatory groups are expected to complete a minimum of twenty units, those in Preparatory Business and Preparatory Nursing are expected to complete a minimum of eighteen units, and those in the other courses of study must satisfactorily complete a minimum of sixteen units.

Advanced courses are taught in English, science and mathematics. Only students in the top fifteen per cent are directed to these subjects.[5]

Winston-Salem

In Winston-Salem the provisions for the gifted student are two-fold:

(1) In the junior high school, the gifted students (upper 3-5%) are grouped as a separate section in the Common Learnings Class. This class is the major required course at each grade level and involves a large block of time each day: four hours in grade seven, three hours in grade eight, and two hours in grade nine. The emphasis in subject content is upon the language skills and social studies areas. The teaching technique generally employed is the problem-solving approach which allows for considerable independent and small-group research. This arrangement makes it possible for the class to progress at a relatively rapid pace and to study areas in these content fields not normally undertaken by the typical junior high school student. In addition, the guidance activities which are carried on in this large block of time are geared to the needs of these gifted students.

(2) The remainder of the junior high school curriculum is taught on an hourly period arrangement which provides a very flexible teaching organization in both mathematics and science and in the many exploratory type courses which are offered, such as conversational French and Spanish, literature, etc. Each student in the school progresses in these courses at a rate determined by his interest, ability, and achievement. For example, one student may begin his study of algebra in the seventh grade while another student may not begin his algebra this early but may begin his study of laboratory science in the seventh grade. The same arrangement is true for the other specific courses offered.

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[5] Letter, C. H. Womack. Rutherfordton-Spindale High School, Rutherfordton, North Carolina, to Lena Mayberry, July 1, 1960.

This is an attempt to use the evidences of talent in specific areas of knowledge discovered during the elementary school years in such a way as to provide special learning opportunities for the upper fifteen to twenty per cent of the junior high school population.

Seminars for parents of students in the gifted section are held periodically during the year for exchange of information and a discussion of the progress of the class.

At the senior high school level, provision is made for gifted students to progress at the level of their ability and achievement in the subject fields in which they are most interested. This sequence is culminated by Advanced Placement courses at the twelfth grade level in conjunction with the National Advanced Placement Program. These courses include subject fields of study in Advanced World History, Advanced English, Advanced Biology, and Advanced Chemistry. The advanced placement courses are limited to an enrollment of fifteen students each. They are seminar type classes which meet for an extended period of time three days each week, and place considerable emphasis upon individual research projects. Although advanced placement courses are not now offered in foreign languages, the sequence of language has been increased to make available additional years of study in the same language. For example, a student may now study Latin for four consecutive years. The number of languages offered has been increased to include German. Thus, the senior high school curriculum is being made more flexible in order to take advantage of the flexibility in course sequences begun at the junior high school level.[6]

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[6] Douglas Carter, "Gifted Children," **North Carolina School Board Association Bulletin,** Volume VII, No. 5, May, 1960.

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CHAPTER 6

THE SPECIAL CLASS

INTRODUCTION

During the past ten years a strong interest in special classes for the gifted has emerged, and many programs are being initiated over the nation. These pupils are being drawn, either from various classes within a school, or from various schools within a school system to form special classes in some centrally located school building.

SPECIAL CLASSES MADE UP FROM VARIOUS GRADES IN A SCHOOL

In a fairly large elementary school, there may be a special class for gifted children, all of whom are normally enrolled in the school. Usually this group will be drawn from two grades. At the Dana School in the Henderson County System, there is such a combination class, which in 1960-61 enrolled fifteen fifth-grade and ten fourth-grade pupils. The minimum I. Q. is 120 Binet. This is one of the pilot center classes of the North Carolina Commission.

THE ITINERANT TEACHER

Special classes taught by one itinerant teacher may be organized in several schools. The possibilities of this plan are being demonstrated in the Pitt County pilot center, sponsored by the North Carolina Commission.

SPECIAL CLASSES MADE UP FROM SEVERAL SCHOOLS IN A SYSTEM

North Carolina has many schools and school systems that are already doing much for the gifted through enrichment programs in the regular classrooms. Other schools in the state are setting up special classes to meet the needs of the gifted. Some cities follow the plan of drawing gifted pupils from various schools to form special classes in a centrally located school. Plans in three representative school systems are reported here.

Burlington City Schools

Organization

1. Special classes have been established in grades five, six, seven, and eight.

Identification

1. Students are selected on the basis of I. Q., achievement (must be two years above grade placement), work habits, and general ability.
2. Teachers, supervisors, principals, and guidance counselors help select the pupils for these classes.

Curriculum

1. Broad foundation in all of the basic subjects.
2. Mathematics
    a. Fifth, sixth, and seventh grades cover all of the concepts normally taught in the fifth, sixth, seventh, and eighth grades.
    b. Eighth graders take Algebra I, provided they can pass an algebraic ability test.
3. Conversational French taught in fifth, sixth, and seventh grades with eighth graders taking either French I or Spanish I.
4. More emphasis on speaking, listening, and writing at each grade level.

Greensboro City Schools

Organization

1. Director of Special Education.
2. Special classes have been established in grades five, six, seven, eight, and nine.
3. Children are drawn from throughout the city.

Identification

1. Students are screened by the teacher, the principal, and the director of special education.
2. Individual tests are given by a qualified psychologist.

Curriculum

1. The curriculum is essentially the same as the general curriculum except it has greater depth.
2. Typing is offered in grades five and six.
3. Foreign language is given in grades five, six, seven, eight, and nine. (French)
4. Some gifted students take high school credit courses in Mathematics and Science in grade eight.
5. Plans are being made to set up an Advanced Placement Program.

Winston-Salem

Organization

1. The Director of Special Services coordinates the program and is chairman of the steering committee.
2. The Steering Committee includes
    a. Superintendent of schools
    b. Assistant superintendent in charge of instruction
    c. Director of secondary education
    d. Psychologist for the school system
    e. Representative principal
    f. Representative teacher
3. Steering committee meets about four times a year.
4. Those directly concerned in the program meet with the director twice a month for the sharing of plans and ideas.

Identification

1. Screening starts with pre-school child through readiness tests.
    a. Pupils are divided into high and lows
    b. They are observed closely for two years
2. Group intelligence test
    a. Half-way through second year
    b. Classification
        (1). High I. Q. and high achievement
        (2). High I. Q. and average achievement
        (3). High achievement and average I. Q.

Curriculum

1. In grades 3-6 the general curriculum is followed but enriched in depth and breadth.
2. The gifted are integrated with the other children in the school for choral music, band, orchestra, physical education, and use of the library.
3. At the junior high level the gifted are grouped in a common learnings class for a large block of time in the school day. During the remainder of the day the pupils are dispersed with other students for their special interest classes. For example, a seventh grade gifted pupil might take Algebra I with eighth and ninth grade pupils. Acceleration in content is accomplished in this manner.

Equipment

1. Equipment for special classes is generally the same as that of any well-equipped classroom. It is suggested that a typewriter be available to the students.

SUMMER SCHOOLS FOR ELEMENTARY SCHOOL STUDENTS

The following are some of the summer schools in the state which offer a program geared to the needs of bright and gifted pupils:

Charlotte

Gifted children from fifth-grade classes in Charlotte were given an opportunity for the first time in the summer of 1960 to enroll in a special program sponsored by community organizations in conjunction with the local school system.

The demand far surpassed expectations, for about 200 children were recommended for the four classes—two in science and two in creative language arts. In this initial year, only 80 of these children could be selected to participate in the program, which was offered through the cooperation of the American Association of University Women, Children's Nature Museum, Midwood Men's Club, and North Carolina Commission for the Exceptionally Talented. Plans are being made to expand the program in 1961 to offer classes in other areas and to include children from the fourth, fifth, and sixth grades.[1]

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[1] Mecklenburg School Report, October 13, 1960.

1. Selection of the pupils for the gifted classes.
    a. By a Binet test administered at parent's expense
    b. The applicant must have at least a two-grade level above normal grade on achievement test.
    c. The committee started with the top I. Q. in each of grades 4, 5, 6, 7, and came on down until the classes were filled. In the summer of 1960, the Binet I. Q.'s ranged from 153 to 210.
2. Class enrollment
    a. Fourth grade—32
    b. Fifth grade—31
    c. Sixth grade—30
    d. Seventh grade—29

    Classes are larger than ordinarily expected because there is a large staff.
3. Housing

    The children of grades 5, 6, and 7 were housed in the regular dormitories of the college.
4. Counselors

    The children are under the guidance of counselors when they are not in class.
5. Type of classwork
    a. Fourth grade

        From the campus and four surrounding counties came 14 boys and 13 girls to study conversational Spanish. The first week a little English was used by the instructor, but, after that, practically none. A feeling for the language was developed by movies of Spain, Mexico, and South America, and from them studies were made on how children live in those countries. Advantage was taken of incidents in the classroom to teach politeness. The children started learning the names of known objects such as numbers, days of the week, colors, and objects around the house, street, school and community. In a matter of days, the children were dramatizing stories written on the chalkboard. Interest was maintained by changing the type of instruction from recitation to dramatization, to music and to the arts. By the end of the six weeks, the children had a vocabulary of hundreds of words, and could sing a number of songs in Spanish.

b. Fifth Grade

In the fifth-grade class emphasis was placed on maximal individual development. The first things stressed were better research and study skills in the areas of mathematics, science, the arts, and social studies. These skills were eventually tied together in a booklet entitled "Guides to Effective Communication." One single theme ran through the summer's study: "Our concern for the welfare of our fellowman."

In the arts, general semantics was studied together with five-minute morning talks on any subject of interest to the child.

In science, a general view of biology and its purpose was given culminating in the dissection of an earthworm. In addition to the classroom study of nature, a three-day camping trip was scheduled. Weekly field trips were made.

In mathematics, ten primitive number systems from ancient times to our own were studied.

In social studies, panels were conducted on the news of the day. A high school news sheet "The American Observer" was the basis of panel discussions.

Woven into intensive classroom study were swimming and physical education.

c. Sixth Grade

The sixth grade made a detailed study of how geographic conditions in the South influenced Southern writers. In this way, correlation was made between geography, history, and literature. A large literary mural time-line illustrated the interrelation between the three.

Literature was studied by theme, or large time block, rather than by the life of each writer. In these blocks on nature, contributions to the Southern heritage and history as recorded in Southern literature, as well as songs and stories, the class was made aware of the contributions of Southern writers to American and world literature.

Contribution and service were the two key words, used throughout the course. These words were chosen in order to lift the students above sectionalism to that of national and world citizenship.

In science, scientific methods and attitudes were stressed throughout the course. The first two weeks were spent in studying the theory of electricity and electronics. The last four weeks were spent in experimental laboratory work.

In addition to the regular class work, field and camping trips were organized. The writing of short stories and the use of resource people, such as a Southern writer, Leroy Sossamon, added to the interest of the class.

d. Seventh grade

Grade seven followed the core method in world history and literature. In the study of world history, constant effort was made to understand and appreciate the efforts of past generations. In addition, the class studied how the present can profit from the experiences of the past. The class followed the evolution of democracy, of national states, the church, and other institutions. The experiences, good and bad, of past generations were made applicable to personal and present-day problems of society. Students made individual and committee reports, many of which were dramatized. They wrote essays and participated in panel discussions and formal debates. All work was carefully illustrated with visual aids, and interests ran high when time came for evaluation of the work.

SUMMER SCHOOLS FOR HIGH SCHOOL STUDENTS

Appalachian State Teachers College

The summer camp program of 1960 included advanced courses in mathematics and science with trigonometry, solid geometry, Algebra II, III, and second year biology offered on demand. Students could take as much as one and one-half units of work during the eight weeks' term, and under special conditions, two units of work.

North Wilkesboro

The gifted classes of North Wilkesboro take advantage of the summer school to broaden and deepen their education. The summer work does not shorten the four years of high school. See Chapter 5.

Raleigh

Advanced work in science, mathematics, language, music, and art is offered.

Western Carolina College

The summer of 1960 saw 68 high school students on the campus of Western Carolina College studying advanced biology and modern algebra. All had been carefully screened for high I. Q.'s and ability in science before being accepted.

Wilson City

Courses in typing, English, and algebra are given in order that pupils may elect extra courses during the regular school year.

Winston-Salem

A summer school offering enrichment is open to all children of the city.

AREA SUMMER SCHOOLS

It is suggested by the North Carolina Commission that area summer schools be set up in different parts of the state to provide an adequate program for the superior and gifted students whose own local schools may not be able to provide one.

ADVANTAGES OF PROVIDING SPECIAL CLASSES FOR THE GIFTED

A special class provides mutual stimulation which is so necessary to create and maintain interest among the gifted.

The gifted child can explore ideas and media without losing group acceptance. This often occurs when just one exceptionally bright child is in a group of average and below average children.

In a special class the gifted child can work on a level and at the rate of those with his ability.

The individual needs of the bright child are met more effectively through properly directed learning activities.

Teachers can plan educational experiences when there is a more narrow range of differences in the class.

The special class provides better opportunities for the shy, bright child to take his place in regular school activities.

A program for the gifted need be no more expensive than a regular, well-equipped classroom.[2]

It is national suicide to waste the high potential of our gifted children. Under the usual heterogeneous grouping less than half of the upper 25% of all high school graduates enter college, and 25% of them will drop out in their freshman year. Only about 50% who enter will graduate from college, whereas, a much greater per cent of those in special classes will go to college and finish.[3]

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[2] In 1958, Cleveland, Ohio, spent $274.05 per year for the regular elementary school child, $475.97 for each of their mentally slow children, $626.19 per blind child, and $380.76 per child in their Major Work Classes.

[3] A survey was made of the graduates from the Major Work Classes of Cleveland, Ohio. It was found that, of those replying to the questionnaire, 91% of the boys and 63% of the girls went to college.

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CHAPTER 7

ENRICHMENT IN THE REGULAR CLASS

PURPOSE

The major purpose of enrichment in the regular classroom is to encourage and promote maximum development commensurate with the potentials, interests, and needs of the pupils. The gifted and talented student should be made aware of his strength, weaknesses, the resources available to him, and his responsibilities to himself and to others. It is imperative that the school provide an atmosphere which is conducive to the acquiring of skills and attitudes.

TYPES OF ENRICHMENT

Enrichment should normally be a part of the regular program of instruction in every classroom. The greater the range of abilities the greater the need for well-planned enrichment. The regular classroom work is usually geared to the abilities of the average student. The most widely employed technique for encouraging the bright and gifted student is to provide him with an educational diet richer than that of the average student. The distinguishing characteristic of a curriculum for the gifted in the regular classroom lies not so much in the kind of experiences provided as in their depth, breadth, and tempo. Three general types of enrichment are usually considered:

Depth

The depth approach stimulates the student to probe more deeply into the curricular areas than he does in the regular program of work. Units of work involving teacher-pupil planning, committee leadership, relating research findings to the topic, and formulating final conclusions all provide an enriched program. For example, in a unit on the American Indians, the gifted youngster may go further in exploring Indian legends or the present condition of Indians in the United States. Such activities provide incentive for the average student as well as the gifted to explore thoroughly all areas of interest.

Breadth

The breadth approach enables the gifted child to pursue interest areas not ordinarily touched by the average student. Such supplementary enrichment may include typing, foreign language, and closed circuit television on the elementary level. This program may also offer opportunities in art, music, literature, and creative writing. At the secondary level this breadth approach is accomplished largely through the elective system.

Typing as a means of enrichment may be offered to the brighter students in the upper elementary grades. The completion of two years of typing in these grades would allow students to select a greater number of high school electives in the pursuit of their special interests.

Educational television is one means of supplementing the educational program and should never be regarded as a replacement for it. Instruction in music, art, science, literature, health and safety, physical education, and languages are available in some areas. Under such conditions it is possible for one teacher to provide enrichment for students throughout an entire telecast area. Schools in remote districts can avail themselves of the specialized instruction offered via classroom television.

For the past six months, a course in Spanish has been taught for half an hour each day to 3,024 students in the sixth grade in 126 schools over a seven-county area of north central Iowa.

Teacher guides are distributed in advance of these educational telecasts in order to insure the best possible use of the television sessions. These guides contain lesson plans of the material to be covered.[1]

A survey of schools in North Carolina in 1960 shows 111 elementary schools are providing some enrichment. On the high school level 70 schools are providing some enrichment in the regular classes.

Some of the elementary schools in North Carolina which are offering foreign languages either via television or by a regular teacher are:

System	**School**	**Offering**	**Grade**
Drexel	Drexel	French	8
Henderson	E. M. Rollins	French	4, 5
Hickory	College Park Jr. High	French	7
Icard	Icard	French	8
King	King	French	6
Mecklenburg County	Several	French	4, 5, & 6
Newton	Newton	French	7, 8
Tobaccoville	Old Richmond	French	4, 5

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[1] Glen E. Haydon, and John R. Catsis, "What Are You Doing About Educational TV?" School Management, 4: 70-72, May, 1960.

Plans for in-school television for 1960-61 are to teach American history, World history, ninth grade physical science and eighth grade mathematics. Elementary French will be taught through the Chapel Hill studio. Other courses may be added later.

Tempo

The tempo approach enables gifted students to complete their group work or individual projects as rapidly as they are able. This is essentially the provision found in the nongraded primary. Also, this is the same principle employed in telescoping the seventh and eighth grades in one year and the seventh, eighth, and ninth grades in two years. By telescoping the regular junior high school work, it is possible for the gifted pupil to enroll in a greater number of college preparatory courses in junior and high school. Tempo, in some instances, permits acceleration, that is, graduation ahead of the normal schedule.

METHODS AND PROCEDURES

Class discussion and group planning are the best basis for setting up and maintaining an enriched program. The classroom teacher and the students share equally the responsibility of formulating plans and activities carried out. The teacher, by insisting upon a high level of performance, develops the initiative and planning skills of the students. She helps them plan constructively, vetoes what is foolish or wasteful, criticizes, and gives specific instruction.

The following devices and activities may be utilized to enrich the regular classroom program.

1. Additional work—Study in more detail
2. Advanced work—Work on a higher level, independent research
3. Construction work—Maps, charts, puppets, models, and apparatus
4. Programs—Chapel, recreation, holidays, exhibitions, clubs
5. Creative work—Original short stories, plays, puzzles, school newspapers, art
6. Debates and panel discussions—In assembly, homeroom, on radio and television
7. Camping—Scientific interest

8. Student days—Students take over local offices such as that of mayor
9. Demonstrations — Science experiments for lower grades, helping slow students
10. Projects—Student group, class, school, community, bulletin boards, sand tables, other displays
11. Reports—One five-minute report on topic of special interest. One 20-minute report of same type each semester.*

These reports are commonly referred to as "morning talks."

The teacher and class may evaluate oral reports by these criteria. Do we have:

1. Poise?
2. Worth-while facts?
3. Visual aids?
4. Distinct speech?
5. Good English?
6. Careful preparation?
7. Correct length?
8. Interesting topic?
9. Notes in outline?

The pupils may learn to take criticism as constructive and profit from it.

CLASS SIZE

If enrichment in the regular classroom is the method selected to provide for the gifted, a first step may be a reduction of class size. This would enable the well-trained teacher to recognize individual differences and provide for them. Various methods are utilized to accomplish a reduction in class size. The hiring of extra teachers is one method which solves the problem, but this often creates problems of finance just as difficult to solve. The National Education Association and the North Carolina Education Association have recommended that class size be limited to 25 pupils. This applies to all classes.

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* Reports may be given orally or may be written.

INDIVIDUAL ACTIVITIES

If the hiring of extra teachers is not feasible, it is possible for the regular teacher to work with the students of similar abilities on group projects and allow them to continue on their own while she is working with a slower group. Students reading above their grade level may be excused from the formal reading class for two or three days per week in order to work on individual reading projects.

Pupils who show creative ability and imagination in writing stories, poems, and articles about the room and school activities may be encouraged all through their school experiences to record their work.

MATERIALS AND EQUIPMENT

Enrichment requires some basic equipment and materials in addition to those generally found in the regular classroom. The equipment and materials must be provided by the administration for use in carrying out worthwhile projects in class. The following are to be considered as beng fundamental to any enrichment program:

1. Dictionaries
2. Atlases
3. Encyclopedias
4. Reading books on a wide range ability level
5. Bulletin boards of suitable size
6. Tables or display areas for group work.
7. A variety of maps and charts
8. Files for cumulative materials
9. Educational games such as "Scrabble"
10. Tape recorder, opaque projector and other equipment should be readily available for classroom use
11. Television set conveniently available
12. Typewriters

PRINCIPAL'S ROLE

The basic responsibility of the principal is to encourage and foster a climate of high achievement and an atmosphere conducive to experimentation by all classroom teachers. Teachers and administrators working in cooperation can furnish gifted children with an enriched program to encourage their varied abilities. The scheduling of special library periods, club meetings, and extra-curricular activities will need special consideration by the school principal. The procurement of necessary equipment and materials is largely his responsibility. He may wish to consider an expanded audiovisual aids program supplemented by specific educational programs on television. Through consultation with members of the science faculty, the principal can determine what scientific equipment would best serve the needs and interests of the gifted students.[2]

The one recommendation applicable to all principals in all schools is that they strive constantly for flexibility and ingenuity in setting up a program for the gifted child in the regular classroom.

ROLE OF THE TEACHER

The classroom teacher should know each pupil so well that his weaknesses, strengths, needs, and desires will be adequately recognized and provided for. The teacher should have acquired through professional training and rich school experiences, the knowledge, wisdom, and dedication necessary for providing the incentives for student leadership and high academic achievement. The entire teaching staff has the responsibility for insuring maximum development of each child's potentials, and for the provision of a school climate conducive to his growth. If the school climate is right, the pupils themselves will add to the enrichment opportunities, for there is tremendous satisfaction to be derived from the creative work of the motivated gifted child.[3]

COMMUNITY RESOURCES

A resourceful teacher will find many ways by which she may utilize the local resources available to her. These include both physical and human resources. Museums, planetariums, natural wonders, and field trips through parks and game refuge areas under special guides can be of great interest and very informative. Special programs offered by local institutions and civic organizations supplement the educational program of gifted pupils. These are also of interest to the average student.

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[2] **National Education Association, and The National Association of Secondary School Principals, Administration: Procedures and School Practices for the Academically Talented Students, (Washington 6, D. C.: 1960), pp. 83-94.**

[3] **Ibid.**

A pupil particularly interested in a specific area may be aided by a sponsor. These sponsors are specialists in their own area of work. In Winston-Salem, North Carolina, students interested in hydroponics are receiving special instruction after school. Students in Rutherfordton, North Carolina, who are interested in astronomy gather at the home of a lady who has a roof especially equipped for observation. Space does not permit listing many other communities which are utilizing such sponsors.

Students who may be strongly inclined toward academic pursuits profit greatly from a well-planned week-end athletic program. Such undertakings are usually fostered by local recreation departments or civic organizations.

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CHAPTER 8

ACCELERATION

Once the gifted child has been identified, some procedure is essential to develop his potential abilities and talents, so that he may successfully attain outstanding achievements. Throughout the nation, school systems are experimenting with many types of educational methods, one of which is acceleration. This is the simplest and oldest way to meet the instructional needs of pupils.

Often acceleration is confused with "skipping", which implies that the child skips over work of one grade and moves into another one without having completed the required work. These children often miss learning the fundamentals vital to further study, and they are subjected to personality and adjustment problems, because they are placed with older children. Skipping in this sense was eventually abandoned, and only recently has acceleration been revived. With the new revival, acceleration has taken on a broader meaning, being better defined as the moving of a child from one level of instruction to another, but only after he has mastered the work of the level from which he is moving.

After experimenting with acceleration, educators have reached the conclusion that this method of advancement seldom presents complications in social and psychological adjustment. A child gifted with intelligence is usually advanced in other areas as well, hence, he is capable of adjusting with children older than he, who have equal mental ability. Occasionally some children are not developed physically and socially to the extent that they will be happy with older children. If this be the situation, the child should not be accelerated. Only when the child is well above average in achievement and is developed physically and socially to the extent that he will be happy with older children should he be accelerated.

Acceleration in some systems is used extensively. Other systems use acceleration only in certain subjects by means of grouping. The provisions made for the advancement of the gifted child must be in keeping with the nature and size of the school, the number of children within the "gifted" category, and the philosophy of those administering and working with the program.

The administrators who plan for acceleration in the school may adopt any of the methods described below.

EARLY ADMISSION

If a child shows reading ability or readiness to read, he is admitted to the first grade or kindergarten a year earlier. These children should be tested and screened before entrance is allowed. This plan is being used on an experimental basis in the pilot center in Greenville, North Carolina in 1960-61.

NONGRADED PRIMARY

The nongraded primary avoids formal classification by grades in the first years of school. The child is permitted to move on with his level. Eventually he advances with the group which he best fits on the basis of physical and social development. Two or more years are spent in the primary school. The pupil advances when he is ready to advance. (See also Chapter 4.)

COMBINATION GRADES

A combination grade is made up of the bright pupils from contiguous grades. Usually only two grades are combined, but in Cleveland's Major Work Classes, bright children from three grades have been placed together successfully. Dana School in Henderson County, North Carolina, one of the pilot centers for the North Carolina Commission, has adopted this plan for ten fourth graders and fifteen fifth graders for the 1960-61 term. The minimum Binet I. Q. is 120.

SKIPPING A GRADE

Skipping a grade without completely mastering the skills or knowledge of that particular grade is practiced in some instances, especially when the child is extremely intelligent. The bright pupil has the opportunity of associating with classmates more nearly his equal in mental age. This should not occur if the child is not physically and emotionally equal to the average pupil with whom he is to be placed.

Twenty-two schools in North Carolina used this plan in 1959-60, and they plan to use it again in 1960-61. Some of these schools are: Angier School, Angier; Johnston School, Asheville; Central School, Belmont; Glenwood School, Chapel Hill; Cramerton School, Cramerton; Granite Falls School, Granite Falls; and Midway School, Lexington.

RAPID PROGRESS

Rapid progress classes may be organized in the early school years or in the junior high school. Pupils cover the whole curriculum in less than the normal time. Sometimes two years work is done in one year. Sometimes three years work is done in two years. Rapid progress classes in Baltimore's Robert E. Lee Junior High School do three years work in two. In some cases summer courses are applied towards promotion. In one case, a young boy studied on his own during the summer, passed tests when school reopened and was allowed to advance.

Eleven North Carolina Schools used this plan in 1959-60, and ten more plan to use it in 1960-61. Some of these schools are: Angier School, Angier; E. M. Holt School, Burlington; Sedgefield Junior High School, Charlotte; Cramerton School, Cramerton; Elon Junior High School, Elon; W. S. Porter School, Greensboro; Icard School, Icard; Forest Hill School, Morganton; North Main Street School, Mount Airy; and Wayside School, Statesville.

No material is skipped, but it is covered at a faster rate. To administer such a rapid progress plan it is essential that the school be large enough to permit the selection of one class out of three or more at a given grade level.

ACCELERATION BY SUBJECTS

In some junior and senior high schools in North Carolina, a pupil is able to take a subject a year earlier than he normally would. Twenty-seven junior high schools have plans to do this in 1960-61. Drexel Junior High School, Drexel offered French in grade eight. College Park Junior High in Hickory offered French in grade seven. Icard School, Icard, offered French in grade eight. King School in King offered French in grade six. New School in Newton offered a foreign language in grades seven and eight. Rockingham School in Rockingham offered general science in grade eight. Old Richmond in Tobaccoville offered Spanish in grades four, five, six, and seven. All junior high schools in New Hanover County offer algebra in grade eight and general science in grade eight. The junior high schools in Winston-Salem permit the election of algebra in grade seven or eight.

ADMISSION TO COLLEGE UNDER ADVANCED PLACEMENT PROGRAM

This means that a student may take a college course in twelfth grade and receive college credit after passing the required College Entrance Examination Board Test. In Reynolds High School in Winston-Salem, a class was offered in science to twelfth grade students during the school year 1959-60. For the year 1960-61 the North Carolina Commission is sponsoring advanced placement classes in Reynolds High School in English, biology, chemistry, and history. Garinger High School in Charlotte had one class in European history in 1959-60. Of the twenty-three students who took the examination, twenty-two passed. This plan is being continued in 1960-61 on an experimental basis in three of the schools. They are: Myers Park, which offers English and Latin; Garinger, which offers history; and West Charlotte, which offers mathematics. Page High School in Greensboro is planning an advanced placement program to begin in 1961-62.

Thousands of students have been enrolled in this advanced placement program throughout the nation. Many have received credit for college freshman courses.

EARLY ADMISSION TO COLLEGE

Early admission means that a pupil may enter college at the age of 15 or 16. The pupil enters as a freshman. These are students with high academic ability plus social and personal maturity. Some such students have been admitted without a high school diploma. All colleges which have tried this method have deemed it successful. This plan is not encouraged in North Carolina because of the crowded conditions of the colleges.

ADVANTAGES OF ACCELERATION

1. Acceleration provides for the gifted child to be placed in the grade corresponding to his level of maturity rather than to his chronological age, and allows him to progress according to his ability.
2. Research shows little relationship between achievement and the amount of time required to achieve. Some children are capable of learning at a more rapid pace than other children, so the gifted child should be encouraged to proceed at a pace suited to himself.
3. Many people produce their outstanding creative accomplishments in early adult life. If a talented person is allowed to complete his education earlier, he is prepared to enter a productive career at an earlier age.
4. A child without a challenge becomes emotionally maladjusted, and creates a classroom problem. It is better for him to be placed with older children than to achieve below his ability.

5. Time saved in mastering fundamental skills allows for more learning in other areas.
6. If a child can save a year or more, he is able to enter professional life at an earlier age, and neither marriage nor a career is delayed.
7. If students are allowed to finish earlier, much expense is saved for the students, parents, schools and communities.

DISADVANTAGES OF ACCELERATION

1. Rich learning experiences do not always come from subject matter. Longer amounts of time allow for more depth and breadth.
2. Boredom resulting from a lack of challenge may be eliminated in other ways besides reducing the amount of time spent in class.
3. Intellectual maturity is not always accompanied by social and emotional maturity. This may result in denial of leadership development.
4. The pressures of rapid progress may deny the bright student the time and opportunity to think, reflect, explore, and appreciate.
5. Because of individual differences, children perform qualitatively in various ways. More difficult work does not always yield more experiences.
6. Equal acceleration in all areas does not allow for individual differences. A child ready for it in one area may not be ready for it in another area.
7. Through acceleration a child is separated from his age peers. This may lead to undesirable social and behavior patterns.
8. Skipping may leave gaps in the students' learnings.

These are the advantages and disadvantages listed by Passow after much experimentation with the gifted child. See his pamphlet which is listed in the bibliography.

SUMMARY

One system may find that one type of acceleration best suits its community while another system may prefer another. Whatever the circumstances may be, the program must be flexible and in keeping with the environment and the types of children.

Most educators believe that acceleration of one year is satisfactory for a bright child who is physically and socially advanced. Acceleration improves the child's motivation, prevents him from developing habits of dawdling and allows him to complete his professional training earlier. However, the Cleveland Schools have completely done away with "skipping" and acceleration in their program according to Walter Barbe and Dorothy Norris. See bibliography. Jack W. Birch of Pittsburg has recommended the early admission of gifted children to schools as a more satisfactory procedure.

Professor Leta S. Hollingsworth was convinced that homogeneous grouping offers the most effective type of education in population centers where the number of gifted children is large enough for the organization of special classes. But in smaller areas where homogeneous grouping is impossible, other means must be provided to meet the needs of these gifted children. Whatever the situation, some type of provision can be made to develop the gifted child and allow him to advance according to his ability.

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CHAPTER 9

COUNSELING AND GUIDANCE

DEFINITION

Guidance is a cooperative enterprise in which many people working together organize their knowledge to contribute to the solution of students' problems and development of their potentials.

NEED FOR GUIDANCE

Guidance in a gifted-child program must be given careful consideration and planned as a continuous program. Many of the better students fall by the educational wayside because of lack of money and lack of motivation. Good educational guidance can help overcome the financial barrier and convince students who now see no reason why they should go to college of the desirability of obtaining a college degree.

Since gifted children are children first and gifted second, they share with the general school population many needs for guidance services. In addition, their giftedness gives rise to special needs peculiar to them.

OBJECTIVES

The aims of education for children with high mental ability are not appreciably different from those for all children. They are dependent upon the abilities, interests, and aspirations of the children themselves and on the needs of society which the children eventually will serve. With the above statement as a basis, it could be said that certainly a guidance program for the gifted must stimulate positive attitudes, foster good study habits, as well as encourage worthwhile purposes in the student.

TESTING

To gain a true picture of the child's abilities, achievements, aptitudes, and interests, standardized tests should be administered. Some specific tests and the areas that each cover are:

Ability

Otis Quick-Scoring Test of Mental Ability
Pintner Series
School and College Ability Tests (SCAT)
Stanford-Binet (Individual)

Achievement
- Cooperative
- Metropolitan Achievement
- Stanford Achievement
- Sequential Tests of Educational Progress (STEP)

Aptitude
- California Multiple Aptitude
- Differential Aptitude Test
- Flanagan Aptitude Classification Test (FACT)

Interest
- Kuder Preference Record-Vocational
- Strong

Study Skills
- Metropolitan
- Spitzer
- Stanford

TESTING

Tests to be used will vary according to the needs of the individual. A trained counselor or psychologist is best qualified to interpret and synthesize such data.

COUNSELING

Group counseling is needed in the areas of citizenship, good study habits, getting along with others, choosing a vocation, and values to live by.

Individual counseling results in an awareness of the gifted student's particular needs and will help guarantee that he is not being neglected in this vital aspect of life. Some of the special needs are:

1. The need to be shown his potentialities in order that he may see that more can be expected of him because of these gifts.
2. The need to be shown his responsibilities in order to convince him that with these abilities and potentialities goes a responsibility to society and to himself—to develop them fully because of the obligation to contribute to society.
3. The need to channel his energies in order to widen his horizons lest they become one-sided, while others need to narrow their interests to combat superficial mastery in many areas. The student needs to develop a realization of

what he can expect to do in life and a knowledge of the importance of the best possible academic preparation for his goals.

4. The need for pride in his abilities in order to direct the child in moulding opinion and to make academic ability respected. This task can be shared effectively by the guidance department, administration, and the teachers.

Parents. Counseling with parents is necessary:

1. To bring about full realization of their child's potential, the advantage this may bring them, and what problems it may entail.
2. To bring about an understanding of the need and value of high achievement. If it exists, it takes the form of wanting to do one's best and causes a generally high aspiration level.
3. To provide models for child's inspiration.
4. To show a need for intellectual stimulation by providing family projects, trips, games, and books.
5. To help parents understand the child's limitations. Parents need to help bright children not to expect too much of themselves and to accept and do work within their limitations.
6. To warn the parents of the danger of exploiting the child.

Underachievers. Counseling the gifted underachiever may locate a personality characteristic that will lead to an understanding of his non-achievement. The main causes of underachievement are: trouble in the home, poor physical health, poor study habits, lack of purpose, and lack of challenge. Lack of motivation of gifted children is often given as the basic cause of underachievement, but it is a must to learn what achievement or non-achievement means to the individual. Many gifted children are unaware of their special abilities, so their attitudes toward education and careers must be changed to meet demands of the public. The aim must be to increase the value placed on achievement. Not only must guidance break down the individual's negative attitude toward excellence, but it must foster in the community positive attitudes toward academic achievement. Poor work habits that impede progress must be counteracted by improved study habits. With the lack of motivation and challenge, gifted children quickly learn to put forth much less effort than is necessary, leaving them time to loaf, daydream, and follow their own interests. The guidance department has the responsibility to inspire these capable students to compare their achievements with their abilities. Some students avoid courses which they think will jeopardize their chances to make an "A" because of the emphasis placed on grades by schools and parents. Since grades are a secondary aspect of the educational program, guiddance by the teachers and counselors can help overcome this preoccupation. Understanding that the action patterns of underachievement are rooted in early childhood experiences, in present home conditions, in family attitudes, in self-concept, and in character, teachers and guidance personnel must keep these facts in mind and challenge the gifted individuals to fully develop their potentialities.

GUIDANCE PERSONNEL

The shortage of guidance personnel has caused more guidance to fall to the lot of the class teacher. The heart of the guidance program is the teacher, since he is in close contact with the students and knows them best. Students depend more on their regular teacher, but the teacher needs a specialist from whom he can secure advice, since he does not have the specialist's knowledge and experience. In a particular school some of the guidance personnel and their duties are:

Guidance Counselor

1. To provide specific vocational information
2. To provide information on higher education
3. To supervise an adequate testing program — group and individual
4. To explore individual aptitudes and personality characteristics
5. To act as "the friend in need" for students with social and emotional problems
6. To supply pertinent information to school personnel.

In view of the absence of guidance personnel in many schools, it is worth noting that the Southern Association of Colleges and Secondary Schools recommends a guidance counselor for every 500 students.

Administrator

1. To provide a challenging curriculum

2. To select qualified personnel for teaching the gifted
3. To provide recognition and remuneration for those who excel academically
4. To inform the public of progress and needs
5. To inform students of available financial help.

Teachers

1. To motivate achievement in keeping with potential
2. To provide varied experiences which identify talents and interests
3. To counsel in selection of courses in the light of ability and vocational plans
4. To identify social and emotional problems.

In addition to the personnel in a particular school, a psychologist, a psychometrist, or a psychiatrist should be consulted according to need.

CONCLUSION

A well-organized guidance program takes into account the teacher, the guidance specialist, and parents as well as the gifted children themselves. Children, whether gifted or not, must be guided and handled with immaculate care to develop their special talents. Identifying these individuals, making them known to the staff, and initiating an effort to develop a curriculum to challenge these individuals place an enormous responsibility on the guidance staff. It can be seen, then, that guidance is an important aspect of the educational process for which administrators, specialists, parents, and teachers must take the responsibility.

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CHAPTER 10

RECORDS AND REPORTS

So much has been written about school records and reports to parents that it is not necessary to discuss this topic in detail.

RECORDS

The teacher who enrolls gifted children in a regular class should file anecdotal records, samples of work indicating unusual talent, and other appropriate data.

If there is a special class, it is important to have a file folder for every child. Examples of creative writing, art work, and special research projects should be retained. This is true at all grade levels.

The teacher of a special class for gifted students should also keep a log so that there will be available to succeeding teachers a record of units of work and other curriculum projects.

Standard test data are essential. These data are important both for diagnosis of areas of weakness and as one basis for determination of future placement.

REPORTS TO PARENTS

Every administrative unit in the state already has in operation a report card system. Some communities use formal report cards, and the teachers in classes for bright and gifted conform to such local administrative policies. In addition, however, personal conferences with parents are strongly recommended. Group meetings with parents are also desirable, especially in the early stages of a new program.

If a teacher or a school system wishes to adopt a special, additional report card, the reader is referred to the following sources for information:

1. Henderson County Schools, Hendersonville, North Carolina, for a primary progress report.
2. Joplin Public Schools, Joplin, Missouri, for a reading progress report.
3. Milwaukee Public Schools, Milwaukee, Wisconsin, for a progress report.

4. National Education Association, Washington 6, D. C., for a kit of report cards assembled from various places in the United States.

5. Winston-Salem City Schools, Winston-Salem, North Carolina, for a unique report plan involving the use of carbon copies, recently installed in the junior high schools.

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CHAPTER 11

CRITERIA FOR THE SELECTION AND TRAINING OF THE TEACHER OF THE GIFTED

Inasmuch as some teachers are neither temperamentally nor academically qualified to teach bright and gifted students, it seems well to set up some criteria for selection of such teachers. These are set forth in outline form below.

PERSONAL TRAITS TO BE CONSIDERED

The criteria are the same for any good teacher, but especially should the following personal traits be emphasized:

1. Resourcefulness—The teacher of the gifted, especially, should have no cut and dried, or handed-down course of study. He should be master of different types of teaching.
2. Desire to teach the gifted—So many teachers are arbitrarily assigned to special classes (slow and gifted). There should definitely be a personal desire to challenge a gifted class.
3. Wealth of experience and broad cultural background—To have previous years of experience (at least two) is to the advantage of the teacher. However, some teachers who are new in the field of teaching have proven to be most successful in teaching due to new methods and ideas.
4. Sensitivity—The sensitive teacher is one who:
    a. is alert to real abilities
    b. respects individual personality
    c. is patient and consistent
5. Stimulating personality—The teacher should plant an incentive within each child to widen his learning experience.
6. Productiveness—The teacher should exchange ideas and accounts of successful teaching techniques.
7. Enthusiasm—The teacher should use exuberant teaching methods in order to produce zealous children.
8. In-service training—The teacher of the gifted should have adequate preparation to teach a special class.

9. Vigorous health—He should be one who is physically, emotionally, and mentally able to guide children.

10. Attitude—Several factors determine the ideal attitude of the teacher:
    a. love for children
    b. interest in teaching
    c. sense of humor
    d. open-mindedness

11. Tactfulness—Good public relations is an asset very essential in order that a teacher may promote a successful program.

The administrators in the local administrative unit have a heavy responsibility, not only in the selection of teachers but also in the actual initiation of a new program. Some of these jobs are outlined below.

RESPONSIBILITIES OF ADMINISTRATORS

The Superintendent

1. He must assume leadership as an intercessor between the Board of Education and the community.

2. He must counsel Board and staff concerning:
    a. qualifications of teachers
    b. recommendation of teachers for bright and gifted classes
    c. training program for teachers including in-service classes
    d. additional financial expenditures.

The Principal

1. He must see that teachers have the proper concepts of the job to be done.

2. He must see that each committee is functioning properly—equipment, specific needs, etc.

3. He must schedule classes and groupings.

4. He must assign competent teachers.

5. He must secure information from other schools to pass along to teachers.

6. He must study marks and evaluation procedures.

7. He must be able to evaluate the entire program. He should ask himself:
   a. What became of the gifted ones after this program?
   b. Did the community become aware of their achievement?

8. The principal, also, must assume some responsibility for extra financial expenditures.

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CHAPTER 12

EVALUATION

Any program should have a purpose. Something different should happen as a result of the program. The following check list may be useful in such an evaluation process.

1. Mechanics of the Program
   a. Is it efficient?
   b. Is there an easier way?
   c. Is it accurate in identifying all gifted pupils?
   d. Is the testing program acceptable?
   e. Do the classes have the proper enrollment?
   f. Are the sessions too long or too short?

2. Achievement (To be evaluated by pupil, teacher, and administrator)
   a. Has the depth and breadth of learning increased?
   b. Have pupils been stimulated to higher achievement?
   c. Have they learned to use methods of research?
   d. Have pupils improved in ability to think creatively?
   e. Has there been a satisfactory social adjustment?
   f. Have pupils developed an awareness of themselves and their environment?
   g. Do they feel a responsibility about community life and affairs of the world?
   h. Do pupils have a better attitude toward school?
   i. Do they have a clearer idea of their capabilities and choice of vocation?

3. Parent Opinions
   a. What are the reactions and attitudes of the parents toward the program?
   b. What effect has the child's participation had on homelife?
   c. What changes would parents make in the program?

4. Teacher reaction
   a. Have the teaching methods been satisfactory in accomplishing the desired aims?
   b. Did pupils improve as expected?

c. Is the teacher happily adjusted?

d. Were any additional problems created?

If a school wishes to use a more elaborate plan, attention is called to the following blanks used in the California Study: **Pupil Self-Evaluation**, **Teacher Evaluation**, and **Parent Evaluation**. These are reproduced in the appendix of this book.

Every teacher of a gifted class will have to work out his own plan for evaluation of accomplishment. If it is desired to compare the achievement in a special class with the achievement of pupils of equal ability in a regular class, it is recommended that experimental and control groups be set up. Perhaps the most careful evaluation of various plans for caring for gifted children is that which has been developed in California between 1957 and 1960.

EVALUATION IN THE CALIFORNIA STUDY OF GIFTED CHILDREN

The California program for gifted children was set up on an experimental basis. The experimental and control groups were matched on the basis of I. Q., sex, socio-economic status, and academic achievement.

In academic performance ten out of twelve of the experimental groups made significant gains in mean (average) scores. The conclusion drawn was that the pupils benefitted greatly in academic learning during the experimental year. At the fifth and sixth grade levels, the control groups made gains beyond those normally expected. This made the performance of the experimental groups even more striking.

Evidence of the quality of achievement of the intellectually gifted seniors was shown in the results of the **Graduate Record Examination**, which is normally given to college graduates. In May, 1957, seventy-five high school seniors took the **Area Tests** of this examination in social science, natural science, and the humanities. On all these tests, the high school seniors surpassed the college seniors who had studied in the areas tested for four years. Thus they performed as well as those who had taken four years of college work, without the college experience.

All data obtained on these studies point toward the need for educational planning for gifted children. The California students who started with high achievement, good attitudes, and motivation made academic gains with no loss to them in personal-socio areas. The parents, teachers and the pupils felt that the gifted showed growth in both cognitive and noncognitive areas. They made high ratings in subject matter, competence, and self-understanding.

Teachers in the program reported the year strenuous but worthwhile. The teachers received in-service help, extra materials, curriculum assistance, and other services. Many of them felt that they had improved as teachers and that their future performance would be better because of the program.

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APPENDIX A

A MINIMUM PROFESSIONAL LIBRARY

An administrator who wishes to invest a modest sum of money in books and pamphlets may well order the entire list given here.

College Entrance Examination Board. **Advanced Placement Program Syllabus.** 425 West 117th Street, New York 27, N. Y.: The Board. 137 pp.

This publication of the College Entrance Examination Board gives an authoritative history and detailed description of the Advanced Placement Program, including course outlines and sample examination questions.

Conant, James B. **The American High School Today.** A First Report to Interested Citizens, New York: McGraw-Hill Book Co., 1959. 140 pp. $1.00.

This report of Conant's recent study of American Secondary Education includes a full explanation of the comprehensive high school, and twenty-one recommendations for improving the education of American youth. Almost without exception, these recommended practices can be found in operation in some of the schools visited during the study, though no school was found to include all of the suggested practices.

Conant, James B. **Identification and Education of the Academically Talented Student in the American Secondary-School.** Conference Report, Washington, D. C.: National Education Association, 1958. 160 pp. $1.50.

A concise description of the roles of the student, the teacher, the counselor, the administrator, and the community in the secondary-school program for academically talented students.

Cutts, Norma E., and Nicholas Mosely. **Teaching the Bright and Gifted.** Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957. 268 pp.

This is a readable book, full of practical suggestions. Systematic observation on the part of the teacher is presented as the principal method of discovering the bright children in a classroom; records and psychological services such as testing are discussed as necessary checks on teacher's judgement.

Educational Policies Commission. **Education of the Gifted.** Washington, D. C.: National Education Association and American Association of School Administrators, June, 1950. 88 pp. 35¢.

Deals with the education of gifted children on all levels. Emphasizes need for educational opportunities regardless of social or economic status.

French, Joseph L. **Educating the Gifted.** New York: Henry Holt and Company, Inc., 1959. 555 pp.

A carefully selected book of readings, giving teachers and parents background in research, programs, and evaluated procedures in the education of the gifted.

Gallagher, James J. **The Gifted Child in the Elementary School.** What Research Says to Teachers, Washington 6, D. C.; National Education Association, 1959. 25¢.

This pamphlet contains a discussion of the school program and some useful evaluations for teachers.

Kough, Jack. **Practical Programs for the Gifted.** 259 E. Erie Street, Chicago II, Illinois: Science Research Associates, 1960. 192 pp.

A very readable book that every administrator and teacher would enjoy. Programs and reports are given for a number of different situations with such subheadings as identification, programs, evaluation, responsible personnel, and case studies. Material is arranged by schools and school systems rather than by kinds of provisions.

——————and Robert DeHaan. **Teacher's Guidance Handbooks: Identifying Children With Special Needs,** Elementary School Edition, 1955. 96 pp. $2.20.

Helping Children With Special Needs. Elementary School Edition, 1956. 204 pp. $3.25.

Identifying Students With Special Needs. Secondary School Edition, 1956. 96 pp. $2.25.

Helping Students With Special Needs. Secondary School Edition, 204 pp. $3.35.

259 E. Erie Street, Chicago 11, Illinois: Science Research Associates.

These are brief handbooks, full of practical suggestions.

National Education Association and the American Educational Research Association. **Summary of Research on the Academically Talented.** Washington 6, D. C.: National Education Association, 1959. 50¢.

This pamphlet is a reprint from the December 1959 Review of Educational Research, "The Education of Exceptional Children," Vol. XXIX, No. 5, published by the American Educational Research Association. It is written by Dr. Louis A. Fliegler, Syracuse University and Dr. Charles E. Bish, National Education Association. The findings of 251 research studies on academically talented students are discussed.

______________and the National Council of Teachers of English. **English for the Academically Talented Student.** Washington 6, D. C.: National Education Association, 1960. 128 pp. $1.00.

______________and the National Council of Teachers of Mathematics. **Mathematics for the Academically Talented Student.** Washington 6, D. C.: National Education Association, 1960. 48 pp. 60¢.

______________and the Modern Language Association of America-Foreign Language Program. **Modern Languages and the Academically Talented Student.** Washington 6, D. C.: National Education Association, 1960, 89 pp. $1.00.

______________and the National Science Teachers Association. **Science for the Academically Talented Student.** Washington 6, D. C.: National Education Association, 1960. 63 pp. $1.00.

______________and the National Council for the Social Studies. **Social Studies for the Academically Talented Student.** Washington 6, D. C.: National Education Association, 1960. 84 pp. $1.00.

These pamphlets give a report of conferences sponsored jointly by the National Education Association Project on the Academically Talented Student and various other subject-matter groups. Suggestions for curriculum changes and adjustments are given.

National Society for the Study of Education. **Education for the Gifted.** The Fifty-seventh Yearbook of the National Society for the Study of Education, Part II. Chicago 37, Illinois: The University of Chicago Press, 1958. 420 pp.

Social, psychological, and educational aspects of the education of the gifted, presented with perspective and a balanced point of view as well as with considerable concreteness.

North Central Association of College and Secondary Schools. **Identification.** 259 E. Erie Street, Chicago 10, Illinois: 1958. 18 pp.

Because of the large number of schools involved in the NCA Project, this set of recommendations for identification merits careful study.

Passow, A. Harry. **Planning for Talented Youth.** New York: Bureau of Publications, Teachers College, Columbia University, 1955. 84 pp. $1.00.

The pamphlet presents a framework of basic considerations which schools ought to bear in mind as they develop programs for their gifted and talented pupils. The problems involved are discussed under the topics of philosophical bases, identification, school provisions, and evaluation of the program.

Portland, Oregon. **The Gifted Child in Portland.** School District No. 1 Multnomah County, Portland, Oregon, 1959. 192 pp. $1.50.

This book will be expecially helpful not only in describing various enrichment classes at the high school level, but also because of the screening exercises which Portland has used in identifying pupils talented in creative writing, social leadership, music, art, creative rhythms, creative dramatics, and mechanical activities.

Project on the Academically Talented Student and National Association of Secondary-School Principals. **Administration: Procedures and School Practices,** Washington: NEA, 1960. 223 pp. $1.25.

This book gives an excellent discussion of the various administrative procedures one may consider when planning educational programs for academically talented students. Such topics as identification, grouping at the secondary level, enrichment, counseling and guidance, and the administrative challenge are discussed. Descriptions of some of the nation's outstanding programs are given.

Scheifele, Marian. **The Gifted Child in the Regular Classroom.** Practical Suggestions for Teaching, No. 12, Bureau of Publications, Teachers College, Columbia University, 1953. 84 pp. 95¢.

Since most gifted children are to be found in regular classrooms, the author describes several kinds of activities which can be carried on easily by the teacher and the gifted child. The suggestions are based on practical possibilities for almost any class, showing how the gifted child's special work can be correlated with that of his classmates.

Strang, Ruth. **Helping Your Gifted Child.** New York: Dutton, 1960. 270 pp. $4.50.

This book is designed for parents of gifted children and contains basic, essential, and helpful information about the proper rearing of these promising individuals. However, teachers, school administrators, psychologists, pediatricians, social workers, and others interested in and working with gifted children will find this book most helpful.

Strang, Ruth. **Guideposts for Administrators.** New York: Bureau of Publications, Teachers College, Columbia University, 1958. 4 pp. 15¢.

————————**Guideposts for Gifted Children.** New York: Bureau of Publications, Teachers College, Columbia University, 1958. 4 pp. 15¢.

————————**Guideposts for Parents.** New York: Bureau of Publications, Teachers College, Columbia University, 1958. 4 pp. 15¢.

————————**Guideposts for Teachers.** New York: Bureau of Publications, Teachers College, Columbia University, 1958. 4 pp. 15¢.

Concise suggestions for helping all concerned provide conditions conducive to the best development of gifted children.

Trump, J. Lloyd. **New Directions to Quality Education,** The Secondary-School Tomorrow, National Association of Secondary-School Principals, 1960. 14 pp.

This brief pamphlet is important because it comes from the National Association of Secondary-School Principals.

University of the State of New York, State Education Department, **Fifty-Six Practices for the Gifted from Secondary-Schools of New York State** (with selected bibliography). Albany, New York: State Department of Education, 1958. 129 pp.

Many New York State high schools have described specific provisions for the gifted as they have been in operation in their schools.

Worcester, D. A. **Education of Children of Above-Average Mentality.** The University of Nebraska Press, Lincoln, Nebraska, 1956. 68 pp. $2.00.

Acceleration and enrichment are discussed with special emphasis upon the values of early admission shown by studies made by the author.

Zirbes, Laura. **Spurs to Creative Teaching.** New York: G. P. Putnam's Sons, 1959, 345 pp. $5.75.

Teaching as a creative art is fully detailed in this effort to help teachers understand, practice, and foster creativity with their classes of youngsters, in every subject of the elementary curriculum and through every learning activity of each day.

APPENDIX B

SUGGESTED FORMS FOR USE IN IDENTIFICATION AND EVALUATION

The following forms were developed by the California Commission. They were published in **Educational Programs for Gifted Pupils; A Preliminary Report** issued by the California State Department of Education, Sacramento, California. We acknowledge, with thanks, permission to include these forms in this report.

PUPIL SELF-EVALUATION

Will you please think of yourself at the present time in comparison to last year. As a result of this year's work, please rate yourself on the following items. Place the letter a, b, c, d, or e, on the line following each item.

(a) **Much less** (b) **less** (c) **about the same** (d) **more** (e) **much more**

1. Ability to think things through for myself..............................
2. Knowledge of subject matter areas (science, social studies, and others I have taken)..............................
3. Interest in school..............................
4. Ability to see how things go together in a situation (see relationships)..............................
5. Ability to find information..............................
6. Ability to work well by myself..............................
7. The liking and respect of other pupils for me..............................
8. Ability to judge the usefulness of facts..............................
9. Ability to get along with my teachers..............................
10. Enjoyment of learning..............................
11. Curiosity about learning new things..............................
12. Ability to accept responsibility..............................
13. Opportunity to make things..............................
14. Knowledge of my strengths and weaknesses..............................
15. Willingness to do work as a leader..............................
16. Has the school year been helpful to you? (yes or no)..............
17. Has any part of this work this year created problems for you?..............................
18. Would you like to continue in this group?..............................
19. What changes would you suggest?..............................

TEACHER EVALUATION OF PUPIL

________________	________________	________________
Pupil	Teacher	Date

(o) marked loss
(a) diminishing
(b) about the same
(c) increasing
(d) marked increase

1. Ability to solve problems..
2. Knowledge of subject matter areas..
3. Interest in school..
4. Ability to think in terms of the whole and to see parts in relation to the whole..
5. Research skills..
6. Ability to work independently..
7. Status in peer group..
8. Critical thinking ability..
9. Rapport with teacher..
10. Motivation toward learning..
11. Knowledge of basic skills..
12. Intellectual curiosity..
13. Ability to accept responsibility..
14. Opportunity to create and experiment with ideas and things ....
15. Self-understanding ....
16. Acceptance of leadership roles..

Pupil's Name..

PARENT EVALUATION

Will you please think of your child at the present time in comparison to last year. As a result of his participation in the State Study please rate him on the following items. Place the letter a, b, c, d, or e, on the line following each item according to the scale below. You may have difficulty in responding to some of the items. Please make the best estimate that you can.

(a) Much less (b) less (c) about the same (d) more (e) much more

1. Ability to think through for himself..............................
2. Knowledge of subject matter areas (science, social studies, and others he has taken)..............................
3. Interest in school..............................
4. Ability to see relationships..............................
5. Ability to find information..............................
6. Ability to work well by himself..............................
7. The liking and respect of other pupils for him..............................
8. Ability to judge the usefulness of facts..............................
9. Ability to get along well with his teachers..............................
10. Enjoyment of learning..............................
11. Knowledge of arithmetic, spelling and other basic skills........
12. Curiosity about learning new things..............................
13. Ability to accept responsibility..............................
14. Opportunity to make things, experiment, and use ideas..........
15. Knowledge of his strengths and weaknesses..............................
16. Willingness to do work as a leader..............................
17. Has participation in the study helped him?............ (yes or no) Please explain.
18. Has participation created problems for him?.......... (yes or no) Please explain.
19. Would you like to have the program continued? (yes or no) ....
20. What changes, if any, would you suggest?..............................

Name ....

Address ....

Telephone ....

The following forms were developed by the North Carolina Commission, based on forms prepared for Dr. Conant, the State Department of Education in Maryland, and other agencies. We acknowledge our indebtedness to them for ideas which we have utilized in preparing our forms.

STUDY OF THE AMERICAN HIGH SCHOOL

Form A

Student's Name __________

School __________

Class of (Yr. of Graduation) ______

Post-High School Record

____ Enrolled in college

____ Other post-high school education

____ Military Service

____ Employed

____ Housewife (girl)

____ Unemployed

Sex	Boy	
	Girl	

INTELLIGENCE TEST

Name of test__________

Date of test__________

I. Q.	Percentile Rank

9th Grade List Subjects Studied	10th Grade List Subjects Studied	11th Grade List Subjects Studied	12th Grade List Subjects Studied
English	English	English	English
Algebra I	Algebra I or II (circle)	Algebra I or II (circle)	Solid Geometry
General Math	Plane Geometry	Plane Geometry	Trigonometry
General Science	Biology	Chemistry	Physics
Civics	World History	World History	Physical Science
Latin	Latin	American History	Problems of Democracy
French	French	Latin	Government
Spanish	Spanish	French	Economics
Home Ec. or Agric.	Home Ec. or Agric.	Spanish	Psychology
Phys. Ed	Typing	Typing	Latin
		Shorthand	French
			Spanish
			Typing
			Shorthand
			Bookkeeping

Form C

NORTH CAROLINA COMMISSION TO STUDY THE PUBLIC SCHOOL EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN

Guide Sheet for Identifying Gifted Students

Name of student.. Date.........................

Address of student..

Birthdate .... School ....

Address of school ....

Nominated by teacher .... Principal ....

Intelligence (group) test: Name........................ I.Q........ Date..............

Achievement test: Name.................... Date.................... Norm............

Word Knowledge............ Reading............ Spelling............ Language............

Lang. Study Skills.......... Arith. Comp........... Prob........... Soc. St. Info...........

Study Skills............ Sci............ Avg............ Average mark: Grade 1........

2........ 3........ 4........ 5........ 6........ 7........ 8........ 9........ 10........ 11........

Social adjustment: Excellent........ Good........ Fair........ Poor........ Comment

....

Physical and emotional defects..

If the student has had individual intelligence tests, record IQ on line below:

Binet...................... Wechsler Verbal.................. Performance..................

Examiner.. Date.........................

Interests: Put a check before the activity or activities in which the child excels. If you desire, please comment.

............Art..

............Creative expression, written..

............Dancing...

............Dramatics...

............Mechanical...

............Music..

............Physical education and sports..

............Science..

............Social Leadership..

In your opinion, does this child function at a superior level in his daily work? ....

Personality: Briefly describe..

....

What are you doing to enrich this pupil's program? ....

....

....

Elementary Schools

Form E

NORTH CAROLINA COMMISSION TO STUDY THE PUBLIC SCHOOL EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN

Survey of Activities and Interests Relating to Academically Talented Students

Name of Principal____________________ School____________________
Address____________________ Grades in this school____________________

The Commission wishes to know what is being done for pupils of superior mental ability, usually defined as pupils with IQ of 115 and up. In the column on the right, please check opposite those methods you are **now** using. In the column on the left, check the methods you would **like** to use.

Planned Activities	Description	Activities Now in Use
_____1.	Ability grouping, full time (sectioning pupils into above average and below average groups)	_____
_____2.	Ability grouping, part time (for one period, as in reading, pupils are grouped according to ability and achievement)	_____
_____3.	Special interest groups, as in science, music (meeting irregularly often with someone other than homeroom teacher)	_____
_____4.	Special interest seminars (meeting regularly, before school, after school, Saturdays, often with lay resource people from community)	_____
_____5.	Enrichment, adding depth or breadth in the regular class (may be one or two pupils, or a larger group)	_____
_____6.	Acceleration—skipping a grade. How many did this, 1959-60?	_____
_____7.	Acceleration—doing two years work in one. How many pupils?	_____
_____8.	Acceleration—doing three years work in two. How many pupils?	_____
_____9.	Advanced courses at an earlier grade than usual, as Algebra, grade 8.	_____
_____10.	Special classes for gifted (above approximately 130 IQ) These may come from more than one school, or more than one grade.	_____
_____11.	Other (describe)____________________	_____ _____

Would you like to volunteer to become a cooperating school? Yes_____ No_____ Doubtful_____ There are many activities in which cooperating schools may participate, according to their interests. Please check one or more of the following:

Research No.	Description	Enrollment this Grade
A.	Survey of third grade pupils, judged to be superior either in IQ (115 plus) or achievement. A one-page information blank to be filled out by teacher for each superior pupil.	_____
B.	Survey of fifth grade pupils, as described above.	_____
C.	Survey of eighth grade pupils, as described above.	_____
D.	Description of procedures actually in use to broaden the program for superior pupils in your school.	_____

In the space below, or on the back of this sheet, list names of teachers who are engaged in the activities described in Nos. 1-10 above.

High Schools **Form H**

NORTH CAROLINA COMMISSION TO STUDY THE PUBLIC SCHOOL EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN

Survey: Staff Attention to the Problems of Talented Pupils

Name of Principal____________________ School____________________
Address____________________ Grades in this school____________

What has been done by the staff to develop interest in providing educational opportunities for talented pupils? In column A check the things you have been doing; in column B, the things you plan to do.

	Column A	Column B
1. Discussions with teachers at pre-planning sessions.	____	____
2. Teachers attend extension courses on the gifted.	____	____
3. Teachers attend summer school.	____	____
4. Teachers attend institutes, as in science, guidance.	____	____
5. Faculty meetings, P. T. A. programs, etc.	____	____
6. Faculty committee. If you have one, give name of chairman. ____________________	____	____
7. Other ____________________		

Methods Employed to Broaden the Program for Talented Pupils

Type of Program	Number Pupils	Number Teachers	Grades
1. Ability grouping by homerooms	____	____	____
2. Special interest groups, outside of class (clubs)	____	____	____
3. Seminars for highly gifted	____	____	____
4. Enrichment in regular class	____	____	____
5. Extra subjects, as five solids in H. S.	____	____	____
6. Acceleration—skipping a grade	____	____	____
7. Acceleration—two years in one	____	____	____
8. Acceleration—three years in two	____	____	____
9. Advanced courses at earlier grade, as algebra in grade 8	____	____	____
10. Special class for pupils above a certain IQ such as 130	____	____	____
11. Other (specify) ____________________	____	____	____

Form S

COMMISSION TO STUDY THE PUBLIC SCHOOL EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN

Survey of Subject Choices Made by Seniors

To the Seniors:

In order to get specific information about the kinds of courses taken by students the North Carolina Commission for the Study of Exceptionally Talented Children is asking your help.

The information will not become a part of your school record and your responses will be held confidential.

Name.. High School..

Sex............ Age Last Birthday............ Address of School..................................

Total units earned for graduation.......... I.Q. to be filled in by teacher..........

Check the one item which best describes your post-high school plans:

__1. Four-year college __3. Other vocational training __5. Employment

__2. Junior college __4. Military service __6. Homemaking

Check the type of diploma you expect to receive:

__1. Academic or college preparatory __3. General

__2. Commercial—any type __4. Other (__________________)

Name

I chose the above-checked program because: (Check the one reason that seemed most important to you.)

______1. I thought it was the best course of study for me in terms of my interests and abilities.

______2. My parents or relatives recommended that I take this curriculum.

______3. The principal or a teacher recommended that I take this course.

______4. The school counselor assisted me in choosing this course.

______5. I felt it was required as preparation for my future career.

Directions for Completing the Questionnaire

The first purpose is to obtain information on the subjects you have taken and the reasons for taking them. The following reasons are generally considered as those which influence students' choices of subjects. Try to recall which one of these reasons influenced you most in making your subject selections and indicate this one reason by placing a cross mark (X) in the appropriate column (1-6) opposite each subject taken. Mark only the one reason that seemed most important to you.

1. The subject was required in my course of study.
2. I liked or thought I would like the teacher.
3. I was especially interested in the subject.
4. Certain people (other students, parents, school counselor, teachers) recommended that I take the subject.
5. The subject seemed important to me for my future plans.
6. My previous experiences in this subject area were satisfying and successful.

The second purpose of this survey is to determine reasons for **not** taking certain subjects. In the subject areas of academic or college preparatory mathematics, science, and foreign language, we should also like to know why you did not select a particular subject. For each subject which you did **not** take, please choose from the following reasons, the **one** reason which most influenced you not to take the subject. Place a cross mark (X) showing this reason in the appropriate column (7-12) at the **right** opposite the subjects not taken. Check only the **one** reason that seemed most important to you.

7. I was unable to schedule the subject.
8. It was not offered in my school.
9. I was not interested in the subject.
10. Certain people, school personnel, relatives or other students, discouraged me from taking the subject.
11. The subject did not seem important to me for my future plans.
12. My previous experiences in this subject area were generally unsatisfactory to me.

Cross (X) subjects taken for credit		I took the subject because						I did not take the subject because					
	Subject or Subject Area	1	2	3	4	5	6	7	8	9	10	11	12
	Dramatics												
	Journalism												
	World History												
	American History												
	Problems of Democracy												
	General Math.												
	Algebra I												
	Algebra II												
	Algebra III												
	Plane Geometry												
	Solid Geometry												
	Trigonometry												
	Senior Math. (Col. Prep)												
	Analytic Geometry												
	Calculus												
	Biology I												
	Biology II												
	Chemistry												
	Physics												
	Other Science												
	Latin I												
	Latin II												
	Latin III												
	Latin IV												
	French I												
	French II												
	French III												
	French IV												
	Spanish I												
	Spanish II												
	Spanish III												

Form T

GUIDE SHEET FOR INDICATING PUPIL PERSONALITY TRAITS AND INTERESTS

Pupil's Name______________________________ Grade______ Date______________

School____________________ Teacher______________________ Birthdate__________

Studies show that gifted children have many of the following traits. Consider each trait carefully, recalling in your mind specific instances which tend to show behavior as described for each trait. Please rate by checking in the correct column whether the child is:

1. Superior
2. Above average
3. Average
4. Below average

	1	2	3	4
1. Is alert beyond his years. Aware of what is going on, ready to respond to a question or other stimuli				
2. Has keen powers of observation. Sees and notes things in the classroom and school environment and in his day-to-day living				
3. Has a high degree of curiosity. Wants to penetrate more deeply into the "whys" and "wherefores," has an unsatisfied curiosity as the main drive for learning				
4. Is highly imaginative. Is less inclined to follow organization and ideas of others. Usually adds ideas of own				
5. Chooses difficult problems for his years. Is not satisfied with easy and superficial tasks				
6. Fulfills responsibilities which are assigned to him. Can be depended upon				
7. Sets his own standards of high quality. Often discovers and corrects own errors				
8. Employs logical reasoning. Can often form generalizations and use them in new situations				
9. Meets new experiences intelligently. Quickly adjusts to change				
10. Has longer attention span. Is not easily distracted				
11. Has deep and varied interests. Does significant things both in and out of school motivated by his own interests and capacity for self direction				
12. Chooses original methods. Often arrives at correct answers through advanced methods				
13. Is sensitive to artistic media (non-verbal).				
14. Uses artistic media to express himself.				
15. Can judge another child's ability to perform a given task.				
16. Takes into account other people's feelings.				

APPENDIX C

COOPERATING LEADERSHIP PERSONNEL

We wish to thank the following administrators and school leaders for their contributions to this Manual. Some of them have read the first edition and made suggestions. Others have assisted in writing portions of chapters.

Alford, Arthur S., Supervisor, Pitt County Schools, Greenville, North Carolina.

Bish, Charles E., Director, Project on the Academically Talented Student, National Education Association, Washington 6, D. C.

Bynum, Margaret, Consultant, Services for Exceptional Children, State Department of Education, Atlanta 3, Georgia.

Carter, C. Douglas, Director of Special Services, Winston-Salem City Schools, Winston-Salem, North Carolina.

Davis, Mrs. Sue, Supervisor, Hendersonville and Henderson County School Systems, Hendersonville, North Carolina.

Griffin, Woodrow, Superintendent, Asheville City Schools, Asheville, North Carolina.

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Huntley, G. F., Principal, Rosa Edwards Elementary School, Hendersonville, North Carolina.

Lipscomb, C. C., Superintendent, Reidsville City Schools, Reidsville, North Carolina.

Lockaby, R. Hugh, Principal, Hendersonville High School, Hendersonville, North Carolina.

Phillips, A. Craig, Superintendent, City Schools, Winston-Salem, North Carolina.

Russell, Donald W., Professor of Education, Woman's College, University of North Carolina, Greensboro, North Carolina.

Scott, Frank, Associate Professor of Psychology, East Carolina College, Greenville, North Carolina.

Stewart, G. C., Principal, South Elementary School, Mooresville, North Carolina.

Ward, Virgil S., Director, Southern Regional Project for Education of the Gifted, University of Virginia, Charlottesville, Virginia.

Wilkins, George, Principal, Bruce Drysdale Elementary School, Hendersonville, North Carolina.

Wise, Jay V., Principal, Brunson Elementary School, Winston-Salem, North Carolina.

Wolff, Helen, Principal, Elmhurst School, Greenville, North Carolina.

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